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**Proceedings**

OF THE

**FORTY-EIGHTH ANNUAL  
CONVENTION**

OF THE

**Middle States Association of  
Colleges and Secondary  
Schools**

**1934**

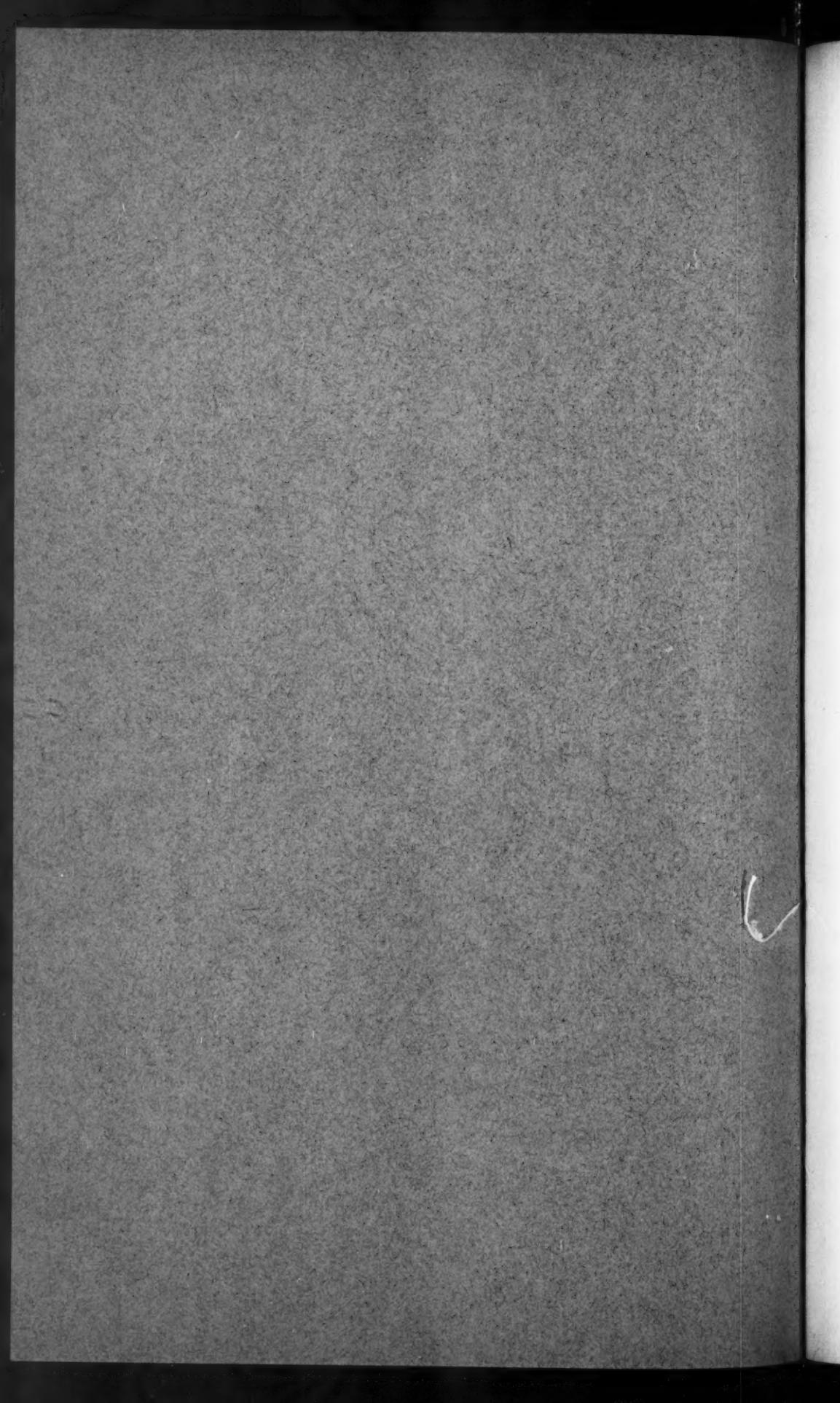
*Held at*

**HADDON HALL, ATLANTIC CITY  
FRIDAY AND SATURDAY  
NOVEMBER 30 and DECEMBER 1, 1934**



**PUBLISHED BY THE ASSOCIATION**

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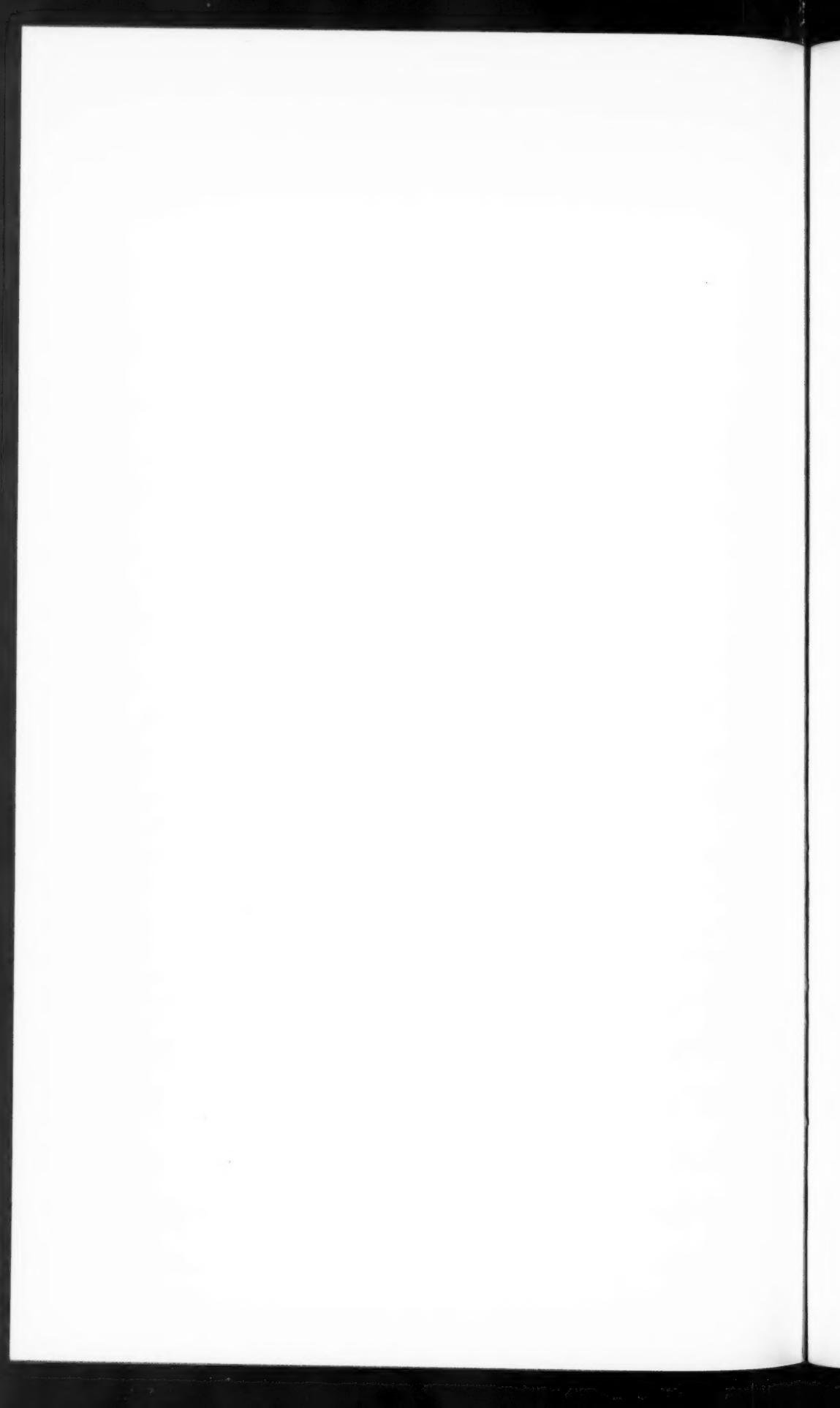
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**1935**

*The next convention of the Association will be held at  
Atlantic City, N. J., on the Friday and Saturday following  
Thanksgiving, 1935.*



Hand  
Middle States Association of  
Secondary Schools and Colleges  
4-25-1933

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The President of the Association.

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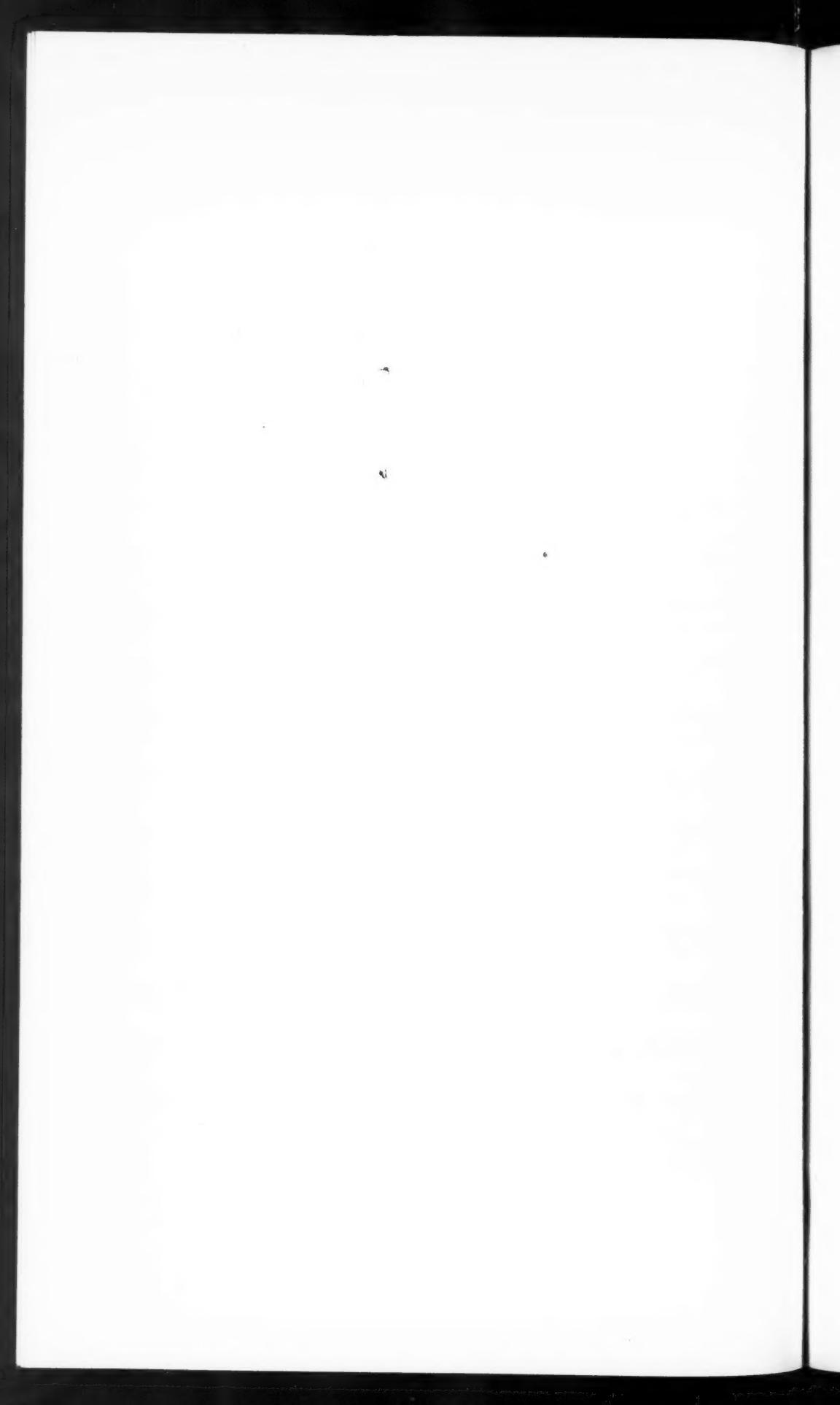
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Headmaster JAMES I. WENDELL, The Hill School.



MORNING SESSION  
Friday, November 30, 1934

*Presiding Officer, WILLIAM A. WETZEL*  
President of the Association

THE FUNCTION OF THE SECONDARY SCHOOL AND  
COLLEGE IN EDUCATING FOR SOCIAL AND  
CULTURAL LEADERSHIP

JAMES B. CONANT, President of Harvard University

The committee in charge of this program has provided a title for my address which is comprehensive enough to satisfy the most hardened educator. To one who has only recently emerged from the chemical laboratory it is positively overwhelming in its completeness. As a matter of fact, all that I have to present this morning is a discussion of certain obvious questions which arise when one surveys the boundary separating school from college. As a novice in Education (with a capital E) I am at a disadvantage in speaking before this association, and I cannot fall back on the stock-in-trade of my previous existence:—lecture table experiments. I have no apparatus before me, no wine to change to water, no preparations for the scintillating combustion, no train laid for a startling explosion to awake you at the end, and I assure you I feel the lack of these auxiliaries most keenly.

As a starting point for the discussion of my formidable subject I shall assume that the aims of our educational system must be whole-heartedly democratic. This is a proposition to which nearly everyone who is in accord with the fundamental ideals of this country will agree. We must endeavor to fit all of our students to be good citizens and to prepare the ablest for careers of distinction. This sums up the modern educational problem—education for citizenship and education for leadership. The first half of this statement leads us directly to a consideration of our schools; education for citizenship is in the first instance a responsibility of the schools and such a heavy responsibility as to be the dominant factor in this area of educational thought. The problem presented is not easy to solve but a solution is slowly being de-

veloped by a series of successive approximations. I feel sure that ultimately we shall have certain definite conclusions in regard to aims and methods of secondary education and that these conclusions will be generally accepted. Indeed they probably will be accepted with as much assurance as were the earlier educational theories which we now see passing. However, I take it that the time for dogmatic statements has not as yet arrived and therefore in what I have to say this morning I may assume that we are still in a period of experimentation and are likely to remain so for some years to come.

In discussing the training of leaders, I shall use the term "culture" to represent the sum total of all those activities of the human mind and spirit which are an integral part of our civilization. Our cultural leaders are the foremost members of all the professions. Some people might wish to restrict the definition and consider only writers, poets, philosophers, artists and professors, but I think such a viewpoint is much too narrow. I should include not only those just mentioned but also lawyers, doctors, engineers, inventors and industrial administrators. In all these walks of life the outstanding personalities,—the distinguished men,—profoundly influence the thought and action of the whole country. In spite of the ever-recurring tendency to scoff at brains, everyone is well aware that intellectual ability is essential for success in professional life. Medicine, law, natural science, social science,—the leaders of these fields are brilliant men. The presence or absence of a few outstanding thinkers in a profession may determine for a number of years the whole trend of this branch of human thought and practice. From the educational point of view we would do well to consider the artists in a separate category. For the creative artist our educational system can do little beyond providing a general background. His training and his inspiration are outside our province,—if we try to tie him into the academic scheme of things we shall probably ruin him. Indeed, much the same may be said about those rare geniuses who arise from time to time and revolutionize some phase of human activity. I am not identifying our cultural leaders with these very few men and women. Their importance can not be overestimated but there is very little an educational system can do to develop them except to provide flexibility and toleration.

Having thus defined our cultural leaders to include the Supreme Court judge and the eminent physician as well as the philosopher and the poet, let me consider the other half of my subject,—the social leaders. The healthy development of every small unit of community life in this country depends on having a few men of unusual character and of social vision who direct the political and social policies of the group. On a larger scale, in the state and in the nation such men determine many of the characteristics of our national life. On them falls, in the first instance, the burden of keeping alive the vital traditions of our democratic society. Whether or not they hold political office, their influence is so great that we all recognize them as national leaders. Such a person may be distinguished also for his expert services in a profession,—this is incidental, however. He is honored, respected and his opinions are heeded not because of any specialized intellectual power but because of the integrity of his character, the wisdom of his judgments and his skill in handling human problems. It is perfectly evident that although a specialized training may be of value to such men and women, it is not essential. There is no single educational program which would best equip a young man to guide the destinies of a city, a state or a nation. In these cases as far as formal education is concerned, we come back to the problem of education for citizenship. I do not believe the peculiar ability which makes a man a powerful leader of men can be much influenced by the curricula of our schools or colleges. The general outlook and point of view of such outstanding personalities can be much affected, however, and this is the educational problem. Our schools, homes and churches mold the character and determine the ideals of each successive generation of leaders and plain citizens. As educators we are all aware of our responsibility in this matter. If there is any disagreement it is only as to the best method to be employed in impressing high ideals upon the citizens we graduate. Perhaps today there is an overemphasis on the part played by the school and not sufficient emphasis on the role of the parents. When I read of the head of this or that educational institution berating a group of young men or women for their bad taste and low standards I cannot help thinking that the people who should really be addressed with words of censure are the parents. But let that pass,—our educational machinery provides no mechanism

by which we teachers can give adequate expression to our feelings about the wisdom or unwisdom of parental action!

Before leaving the subject of the education of our political and social leaders, I should like to mention one further point,—a matter of considerable importance to the future development of our colleges and universities. In the last twenty-five years a steadily increasing number of college graduates have entered government service. The trend seems clearly to indicate that our civil service will be even larger in the future and of still greater importance. I am using the word, civil service, in the largest possible sense. I mean to include all non-elective administrative, executive and research positions in a city, a state or the federal government. These civil servants may be scientists, economists, doctors, lawyers, business men,—administrators of all sorts. The activities of government have been growing rapidly, quite apart from the recent expansion under the present administration. Now many of these posts of public responsibility require special training in the social sciences which our universities must provide. Many of the major positions demand such a combination of qualities that we might almost say that the occupants must be both cultural and social leaders. In our education for these governmental positions we are perhaps faced with the merging of the two aspects of leadership which have been separated in the title of my talk. It is not an easy matter to find and educate men for the tremendous responsibilities which public administration places upon them. I am far from believing that our legislators and elected executives should be philosophers or even scientists, doctors and lawyers, but I do believe that more and more our civil service will require men with great intellectual ability and post-graduate training. In our colleges and universities, therefore, in educating our promising youths for the learned professions we are also educating many directly for public service.

Now to return to our cultural leaders. They require a university education,—in many professions a highly specialized training. It is of vital importance to the country that its leaders be recruited from the ablest material and that they be given the opportunity to develop their talents. The question is: how are we to choose the ablest for higher education, where is the education to be given,

and how financed? Approximately one out of every four students graduating from the secondary schools of the country each June enters a college or a university in the fall. Obviously a process of selection is taking place here. The problem I should like to consider is whether or not this selection always occurs in such a way as to serve the best interests of the country. I am very much afraid that it does not. It is difficult to generalize for a country of forty-eight states and with a host of varied local conditions, but I suppose that no one will deny that there are many youths of great ability and of high character who because of financial considerations are unable to complete the education they desire. I am well aware that in many states excellent facilities have been provided for college and professional education at a low cost; but even in the best of these areas a certain amount of hard cash must be available if the student lives at a distance from the state university. In other large portions of the country higher education at public expense is available only to a limited extent and sometimes at a cost which is considerable. Our endowed colleges and universities provide many opportunities for poor boys by means of scholarships and fellowships. In the past in both publicly and privately-endowed institutions many needy students eked out their living by doing chores of one sort or another. This has become increasingly difficult in recent years. And whether or not work is available, I must admit I do not believe in the older American theory that it is necessarily good for a student to work his way through college. I agree that hard work is an excellent thing for the boy who is just turning into a man and I know it is a fatal mistake to make life too easy for our college and university students. I do not believe, however, that it should be a function of our educational system to provide handicaps which are unfairly adjusted so that they affect certain students and not others. I also am inclined to think that in these days we need not worry about life being too easy or not providing a sufficient challenge. If we have any question about our college life tending to soften our students, let us bend our efforts to making our collegiate and professional work even more effective in developing character and moral stamina.

A problem which is much debated in endowed institutions is whether or not a given sum of money should be devoted to a

number of small scholarships or should be broken up into relatively few large scholarships. There are certain special conditions which complicate every academic situation, but by and large I believe in large scholarships. In my opinion we should aim to have the scholarship funds of this country used in such a way as to enable the high school graduates of real ability to enter our universities irrespective of the financial status of their parents. This means that if possible we should provide a scholarship as large as is needed. A promising student should be given sufficient funds to enable him to complete his higher education without luxury but also without privation; he should be able to devote his time to his studies without the distraction of trying to earn his living. I speak with great hesitation in regard to our publicly-financed universities and the state systems of education which lead up to them, but one cannot help wondering whether in the future more consideration might not be paid to the question of selection. If promising material is really being lost in these states because of even a slight financial obstacle, then it would seem worth while to consider ways and means of eliminating this artificial element in the selective process. I am not arguing that more than one out of three or four of our school students should continue in the colleges or universities; indeed I am inclined to think the number might be considerably less, but I do feel that every effort should be made to see that the selection is made wisely and does not come about as the result of accidental conditions.

May I say a word more about our older privately endowed colleges and universities since it is their problems which particularly concern me? Many of these institutions have an interesting and characteristic history. They have a denominational or sectional relationship which gives them a peculiar flavor. It would be most disastrous if any regimentation of our college system should force them to lose their particular clientele which does so much to continue their individual traditions. We need more flavor, more individual peculiarities in our colleges and universities, not less. However, in most of these institutions it would be highly desirable to have a considerable number of promising students, say ten or twenty per cent, completely financed throughout their college and professional training. It is an extremely expensive business, for

example, to acquire the specialized training we demand of our doctors today. Is it good social policy to restrict this group to those who can afford to pay a considerable portion of the expense? The situation is less acute in the legal profession, but in many parts of the country seven years after high school is an accepted thing. More and more business organizations and governmental bureaus are demanding people trained in the social sciences who have spent two or three years beyond a college course. It seems perfectly evident that we must have as good men as possible in all these lines of work and that in every feasible way we must open up these careers to our promising youths irrespective of the accidents of their birth.

But, of course, the question always arises—who is a promising youth? Many people have a rather deep-seated prejudice against the bright young boy who gets "A's" in all his subjects. I think this prejudice is largely based on a misunderstanding but like all popular judgments it contains a certain amount of truth. Under our older educational methods it was very hard to distinguish between a student with a parrot-like memory and a person with real creative ability and intellectual force and originality. However, we are learning every year more and more about sorting out our students, at least tentatively. I believe that we can tell who are the promising youths among high school graduates,—and not only those who are promising from the point of view of the learned professions but the future leaders who will be able to understand the complex technical situations which arise in government and in business. Of course, we must try to distinguish real brains from mere memory, real imagination and originality from mere glibness and sophomoric smartness, real enthusiasm for things of the spirit from mere lack of interest in athletics. Above all, we must have due regard for those difficult and subtle considerations which are connected with what we call personality and character. Having tried to sort out our students on the basis of these judgments, I think we should grant financial assistance to the promising students who are really in need of it. We should continue this assistance generously, but not lavishly, until the beneficiaries have developed their native capacities by higher education and emerge finally into the world of affairs. Our marvel-

ously developed school system in this country provides a mechanism by which a hitherto unheard-of opportunity presents itself to young children of all conditions and in all parts of the land. It is quite clear, however, that as yet we have not realized the full capacities of this system for producing leaders,—particularly cultural leaders. Irrelevant factors of a geographic and financial nature have made impossible the higher education of many who would have done much to make this country great in the world of thought. Many who would have benefited countless fellow citizens by their services in the professions have dropped out of the educational process because they could not finance a university course.

Now, finally, I should like to say a word or two about the much disputed question of the relation of the curricula of schools and colleges. It would be obviously quite inconsistent for me to maintain that every boy and girl should be given the same school training and indiscriminately forced through the same mill. I do not even believe that all the promising youths we have been talking about should be given the same pre-college work. I am very much in sympathy with the tendency to recognize as early as possible those who have linguistic ability and those who have scientific or mathematical ability. It is my feeling that a very large percentage of students could be separated quite satisfactorily on this basis a year or two before going to college. Clearly this is only possible if the school work has been of such a nature as to provide a real opportunity for testing the student's capacities. Notice that I say testing his or her capacity,—not determining his or her inclination. The two statements may be quite different: what would be a wise selection on one basis might be very unwise on the other.

It seems impossible that we shall ever return to the day when it is felt essential that everyone who is going to college shall have studied two years of algebra, geometry, Latin, French and German. But I cannot help wondering if we have not, in some quarters, gone too far in making such subjects optional. If all the students are not subjected to a certain minimum of mathematics and languages, can we make an intelligent decision about the advisability of each individual's pursuing further this or that branch of study? There is always the danger that the student will be in the position of the man in the ancient story who said that he did not know whether or not he could speak Greek as he had never tried.

There is still another consideration which complicates the problem. A boy in the middle of his college work may suddenly decide that he has a real interest in a subject he never before thought of seriously. Now I am not much worried about the possibility that anyone will wish to jump from a linguistic channel into the study of mathematical physics or vice versa, but there are a great many cases where the subjects do not call for such special aptitudes. Take the case of medicine, for example. It is not necessary for all our future doctors to have marked scientific and mathematical ability, yet if a boy has been inadequately prepared in mathematics at school he is in a difficult position when in the middle of his college course he decides to prepare to study medicine. Of course, algebra and geometry as well as physics and chemistry could be taken up at that stage but, to put it mildly, the situation would be awkward. Take the other extreme. A boy omits Latin and then develops an interest in college in a field of history or literature or philosophy which absolutely requires a knowledge and a thorough knowledge of Latin. What is he to do? He is faced with the alternative of abandoning his interest or doing a chore which should have been accomplished many years before. Of course, if this boy had linguistic ability which was recognized in school he should have begun Latin at that stage. But if the study of modern languages continues to increase at the expense of the Classics, the situation I described might arise even if the latent ability and interest of the student had been discovered.

I must admit that I find all these matters extremely complicated and baffling. I do not pretend that I know the answers to the many detailed questions which naturally arise from a consideration of the general problems which I have just been discussing. I certainly do not believe in treating all students in school as though they had the same intellectual capacity and were to travel the same road, nor do I believe in forcing a student who is a "linguistic moron" through five years of Latin. I think, however, much more of a case might be made for hammering a couple of years of French or German into every pre-college student in spite of all resistance. (I might remark parenthetically that I have avoided the very difficult problem of when and where we are to teach our modern languages which may be required in professional life by

even those who are most hopelessly non-linguistic. The prayer of all college teachers is that an all-wise Providence may so arrange it that the schools will turn out all their pupils speaking fluent French and German!) I realize that the content of our school courses has been changed greatly in recent years and is being changed all the time in the direction of providing an education which will serve as a basis for a satisfactory and full life for the average citizen. But one cannot help fearing that the development of education for citizenship may loom so large that the role of the school in educating students of marked ability will be overlooked. An insufficient training in mathematics and languages would have serious consequences for those very youths whom we all agree should be the guiding lights of the future intellectual development of this country. An insufficient mental discipline, an inadequate acquaintance with the necessity for hard and patient work, may render boys and girls unable to cope with the difficult tasks which will confront them in the university. We must prepare our future leaders both in mind and character for a long course of self-development so that they may realize their own possibilities. The schools and colleges have a large task before them to provide the best possible education for the mass of their students. They have an equal responsibility to the country to select the future cultural leaders as young as possible, finance them if necessary, and provide a school and college education on which they can build.

#### DISCUSSION

In the discussion that followed, the following points were emphasized:

Miss Lechner (Coatesville High School) stressed the difficulty of getting students to substitute, for the thought of what we can get from the government, the spirit of service to the country.

Mr. John Shilling (State Department of Delaware) warned of the danger of priggishness in training for leadership, but President Conant did not think that this quality was evidenced by such cultural leaders as the best lawyers, doctors and business administrators of today.

In reply to a question from President Clyde Lynch (Lebanon Valley College) President Conant said that he would aid the most promising needy students through scholarships rather than loans, particularly in these days of financial uncertainty. Miss Chandor (Spence School) pointed out that it was as justifiable to subsidize future leaders in the professions as to educate without cost to themselves students at West Point and Annapolis.

President Conant answered in reply to a question from Mr. Robert Schultz (Friends' Central School) that he did not favor any centralized scheme of setting standards for cultural leadership but would trust the leaders in the professions and in business to be worthy of the positions they occupy.

Mr. Norman Cameron (West Chester Teachers College) raised the question as to whether the F. E. R. A. aid to students through part-time jobs was working satisfactorily or whether government scholarships would be a more satisfactory substitute. No opinions were expressed, but several speakers questioned the wisdom of students working their way through college.

#### APPOINTMENT OF TEMPORARY COMMITTEES

##### *Committee on Audit:*

Dr. Jonathan T. Rorer, William Penn High School, Philadelphia.

Headmaster Gilbert Fall, Chestnut Hill Academy.

##### *Committee on Nominations:*

Director Eugene F. Bradford, Cornell University, Chairman.

Dr. Richard M. Gummere, William Penn Charter School.

Principal C. L. Threlkeld, Columbia High School, South Orange.

Miss Katherine Kellas, Emma Willard School, Troy.

Dean Henry G. Doyle, George Washington University.

#### FRATERNAL DELEGATES

Dr. T. M. Deam, Joliet, Illinois, representing the North Central Association of Colleges and Secondary Schools.

Dean K. J. Hoke, College of William and Mary, representing the Southern Association of Colleges and Secondary Schools.

## AFTERNOON SESSION

## INNOVATIONS IN SECONDARY AND COLLEGIATE EDUCATION

1. SOME DESIRABLE CHANGES IN ARTICULATING HIGH SCHOOLS  
AND COLLEGES.

Wm. JOHN COOPER, *former U. S. Commissioner of Education.*

When plans for the National Survey of Secondary Education were being formulated, it was decided that one of the projects should be concerned with the articulation of high schools and higher institutions of learning. This project was assigned to Dr. Roy Brammell, who had done his own Doctor's work at the University of Washington on the correlations existing between the marks earned as College Freshmen and those the same students had earned in the High Schools.

At once he sought to learn all the methods which colleges were commonly using for admitting pupils both as regular and as special students. He therefore sent a check list to the various institutions of learning. In tabulating the answers, he found that some methods were used singly and several were used in combination. Of these the methods used singly are first reported.

Twenty-one different schemes were reported by 517 institutions for admitting regular students and twenty-one methods were employed for receiving special students. Of the twenty-five methods reported for both types of students 18 are duplicates, 3 methods are peculiar to the regular, and 4 methods are peculiar to the special group. Thirteen of these methods are sufficiently common enough to justify tabulation. They are:

1. The high school diploma. 23% of the 517 institutions of various sizes, public and private, located in all sections of the country accept this alone.
2. High school transcripts. 63% accept this for regular students and 35% for special.

3. College entrance board examinations are required by 26% of the colleges for regular students and 14% for special students. The New England Group leads in this particular.
4. Examinations by the institutions themselves are held by 26% of the colleges for regular students and by 17% for special students.
5. Other examinations are listed by only 9% of the institutions for regular students and by 4% of them for special students. This item covers the Regents Examinations and some examinations by State Departments of Education.
6. High school subject certificates are accepted for regular status by 23% of the institutions and by 13% for special admittance.
7. Rank in the high school graduating class is used by 12% for regular admissions and by 3% for special admissions.
8. Intelligence tests, about which so much has been heard, are used by but 2% for either regular or special admission.
9. The principal's recommendation is required by 5% for regular admission and by 6% for special admission.
10. Recommendations of other persons are accepted by a very small number of colleges.
11. Personal interviews with someone in the college are required by 2% for regular students but by 10% for special students.
12. No specific requirement is the rule for special students in 4% of the institutions, and
13. An age requirement is held by 6% of the colleges.<sup>1</sup>

In some places the state university simply accepts the records of the high schools. There must be close cooperation where they are required by law to receive all the students who graduate from a high school. In other cases, State colleges accept the principal's recommendation or, on the basis of transcripts of records from the high schools, they make their own selections of students, sometimes after a personal interview. Wherever schemes of this sort are in use it may be assumed that colleges have made a fair attempt to

judge readiness for college by the quality of work done in the high school.

In combinations required for admission to regular status, no less than eleven methods are included. They were:

(1) Adherence to a certain religious faith, (2) achievement test, (3) English test, (4) music, (5) State requirement, (6) photograph, (7) suitable preparation for subjects desired, (8) extra-curriculum activities, (9) personality rating, (10) qualities of leadership, and (11) letter of information from student.<sup>2</sup>

All these, however, were of low frequency. Only four were named often enough to be worthy of mention. Less than two dozen out of the 517 institutions combine high school diploma and a transcript of high school credits. About 15 institutions report the second scheme in frequency of mention, which is a transcript of high school credits and the principal's recommendation. Approximately a dozen report the third and fourth methods. The third method combines a transcript of high school credits with the College Board Examination, while the fourth is a transcript of the high school record and an examination given by the college itself.

"Certainly," says the report, "if any one criterion (or any combination of criteria) has been proved by educational research to be more dependable than another, it has yet to be adopted by even a large percentage of the institutions. This is especially true when combinations of criteria are considered."<sup>2</sup>

The combinations most frequently used for admittance to special status were:

(1) Transcript of high-school credits and recommendations of principal, (2) transcript and examination given by the institution itself, (3) age limit and evidence of ability to do college work, (4) transcript and age limit, and (5) transcript and recommendation by persons other than the principal.<sup>3</sup>

What efforts have been made to bring the college work and high school work closer together, may be inquired. In reply to a question of this sort it is interesting to note that only 33 of the 2,196 schools answering the questionnaire made any reply at all to this inquiry, and of these only 22 or approximately one per cent of all the answers gave any real plans of articulation. Six of these

22 plans were considered significant enough to justify publication. These replies came from Wilmington, Delaware; Gary, Indiana; Baltimore, Maryland; Belfontaine, Ohio; Boardman, Oregon; and Huntington, West Virginia, and may be classified as follows:

1. A school which allows students after high school graduation to accumulate college credits at home. For instance, in Gary, Indiana, the University has extension courses given in the city so that a student may do two years of college work before he even attends the University.
2. In Baltimore, The Johns Hopkins University has arranged for certain accelerated students to complete five years of work in high school and be admitted to the second year of the College of Arts and Sciences.
3. In Belfontaine, Ohio, the School of the Air has been used, especially by high school pupils in French. In this way, high school students get while young the pronunciation and methods of teaching the language which are used in the State University.
4. In Boardman, Oregon, students may use University correspondence courses in high school and during vacations and so earn advanced credits.
5. In Huntington, West Virginia, seniors are allowed to enroll in Marshall College when only ten units of work have been completed in the high school. It is believed that in certain places which are now using correspondence instruction for high school work, such as is offered by the University of Nebraska, an easy way of correlating college and high school work is revealed.
6. In Wilmington, Delaware, postgraduate high school work is offered to failing Freshmen in the University.<sup>4</sup>

The habit of reporting the standing of students in freshman college courses to the high school was found to be quite common but it was also found that the high school made little or no use of these reports in adapting their work to suit the college requirements. Likewise, Freshmen Week was discovered to be quite a common institution in colleges, but this seemed to be a device used by the colleges to adapt freshmen to their own methods of procedure, rather than a get-together scheme. In other words, neither

of these devices seemed to adjust the work of the college and the high school so that they ordinarily would come together and allow the graduate of the secondary school, merely to continue his work in the higher institution. Apparently, there is still need of someone not connected with either side of this matter, but who has a large view of both the high school and college, to advise them both on courses which will properly fit together. Why should this function not be an important task of organizations such as this one? This is especially true in the case of English, the one subject used by both high school and college for instructional purposes. In such a case the study now in progress in Pennsylvania should prove enlightening.

An effort was made also to learn what high school subjects gave greater or less chance of success in college. The study showed that there was no noticeable effect of the subject taken. Studies which have been made previously respecting entrance requirements revealed the same thing. For instance, the investigation of Reeves and Russell, made of students in three universities, Cincinnati, Indiana, and Kentucky, gave the same result. In this case the complete college and high school records of 706 students in these universities were obtained and were paired in such a way that one pupil with a straight academic record and one with three units of non-academic work were compared. The intelligence rating of the two pupils were constant. A significant conclusion is: "This study does not find sufficient facts to justify colleges in prescribing certain subjects for college admission. However, the facts found do warrant colleges in demanding a high school curriculum well done."<sup>5</sup> Likewise the study of Proctor and Bolenbaugh at Stanford University based on records of 605 students admitted ends similarly: "Not enough difference exists," says the report, "between the achievement of the academic pattern group and the vocational pattern group of Stanford men . . . to justify any discrimination against an applicant for college admission because he took from 15 to 20 per cent of his preparatory subjects in the vocational group of high school subjects."<sup>6</sup>

High school marks which the Survey shows to be the chief item on which dependence is placed are known to vary greatly due to the general methods of teaching, the personal peculiarities

of marking on the part of the teachers and other local conditions. Dr. Learned of the Carnegie Foundation for the Advancement of Teaching gives an interesting phase of marking which the Pennsylvania survey brought to light. "Our first experience," he says, "in testing high school seniors in Pennsylvania brought out the fact that in some large city schools operating under apparently normal conditions, groups of pupils individually rated D in English by their teachers would secure higher average scores in a standard English test than groups individually rated A in other schools. We found one case where the average of all the C pupils was above that of all the A pupils in the same school, due to the simple reason that, after sectioning the class on the basis of tested ability, the principal had entrusted the clever sections to a young and discriminating teacher who rarely gave A's and the other group to a sympathetic veteran who always "marked on effort" and therefore rarely gave any other grade."<sup>7</sup>

There is every reason, then, to be suspicious of transcripts of record and other devices submitted both for the accrediting of schools and admission of individual pupils.

In his report to the American Council on Education, Dr. Zook of the North Central Association Accrediting Committee advocated new maximum standards in place of the present minimum standards:

"In submitting general optimum standards for minimum specific standards," he said, "it is at once clear that there is no one royal way to realize the ideal set forth in the standard. In every case there is likely to be a variety of ways. Hence an institution will be fully at liberty to choose its own methods" . . . We cannot write standards in general terms and permit full liberty in methods of attaining them without at once laying ourselves open to a charge that the standards are so vague that they lack meaning." . . . "With the adoption of new standards we must also establish accrediting procedures that are more scientific and much more carefully carried out. While some improvements have been made in our procedures in recent years, our methods of evaluating an institution are essentially the same as they were twenty years ago" . . . "Next, I am confident that the one-man, one-day inspection should be abandoned, and that in the place of so haphazard a method at least

two individuals, perhaps three, should visit each institution and that they should stay at least two days." . . . "These reports will be based on much more adequate information and much more dependable impressions secured by at least two persons who can compare conditions at a number of institutions." . . . "One of the sad things about past and present conditions is the fact that they have often been regarded by people as a sufficient and adequate ideal to be attained. We have had nothing in our basic principles or in our procedure to gainsay this impression. The new standards will be ideals toward the attainment of which the institution seeking accrediting and the one which has long enjoyed that status may work with equal zeal."<sup>8</sup>

Throughout the Survey answers to questions are tabulated by the size, that is, the enrollment of pupils in a school, the region where the higher institution is located and the type to which it belongs: whether it is a public or a private institution and whether a college or university or a teachers college. One interesting conclusion which this tabulation led to quoted from the Report is this:

"It is clear that a student's chances of failure as a freshman are materially affected by the size and type of institution he enters as well as by the region in which the institution is located."<sup>9</sup>

It appears from the evidence that public colleges and universities with an enrollment of 2,001 to 3,500 students if located in New England or the Middle Atlantic Regions have a larger chance of failing students than the same institutions if located in the South, Middle West or West. On the whole, institutions in New England and the Middle Atlantic Region have more rigid entrance requirements than do the other regions. If one's theorizing led him to say that the economic status of pupils has a bearing on failure the fact remains that public rather than private institutions have a larger percentage of failure. Whatever theory is put forth, some objection to it can be found.

In the study of the difficulties encountered in improving articulation which are treated in Chapter Four of this Report, nine were suggested in the questionnaire and a blank left for others. In all, 35 difficulties were listed. The important fact is that "twice as many respondents place the responsibility for improved articulation at the door of the high school as place it at the door of the

college."<sup>10</sup> The data, however, reveal a very significant fact. "That is, the four difficulties which are named by the largest percentage of institutions all have to do with guidance." We may conclude then that the factors for admitting students are, after all, not very important so long as the student starts with a good high school record. How to obtain this type of student is the chief difficulty already discussed. The main device employed by the colleges in their scheme of articulation is freshmen week but this is pursued for a week or so and then dropped. Guidance, however, is a constant and ever present problem. Many high schools do receive from the colleges records of their freshmen but practically none of these institutions make any real use of them. Would not some things be brought to light if a high school went back of the record and sought whether, the college, or the high school itself or perhaps the pupil himself was mostly to blame for his failure?

From the study on a whole it would appear that the first and perhaps most important thing to be done in articulating high schools and colleges is to keep better records, especially in the high school. This is especially true therefore in the smaller high schools which now keep a minimum of records. The facts which a college records and plans to use should be drawn up and made known to the high schools. Even though it would cost some money for record cards and for securing the data, high schools would obtain and furnish these data to the college at which their pupils register.

The Survey revealed that in a very few high schools throughout the country the cumulative record folder prepared by the American Council on Education was being used. More voluminous and more informative records must be kept by high schools if any serious attempt is to be made on this problem. An inch of space is not too much for the record of a high school graduate. Either this folder or something similar to it should be used by every high school in the country.

All through the Report attention has been called to the need of better guidance. The person who guides a child should have not only this high school record but be confronted with the work which he is doing in college and on the outside of college. If all these records, including his health record, his vocational and avocational record and a good line on the success of anything he has

done in the past, could be had in one place, they might make intelligent guidance possible.

And in the third place, we have called attention to the recommendations made to the North Central Association of Schools and Colleges for Accrediting. These recommendations will make possible not the minimum of requirements which have been asked of high schools in the past, but will make possible a maximum attainment which can only be approached in the future. How close an approach has been made to these is to be determined by visitation of representatives of the accrediting association for at least two days.

It is believed that if these recommendations are carried out faithfully, there will be a somewhat nearer approach to the problem of success in articulating high schools and colleges.

<sup>1</sup> Brammell, P. Roy—Articulation of High School and College. Bulletin 1932, No. 17. National Survey of Secondary Education. Monograph No. 10. U. S. Government Printing Office, Washington, D. C., p. 13.

<sup>2</sup> Ibid. p. 18.

<sup>3</sup> Ibid. p. 19.

<sup>4</sup> Ibid. p. 8

<sup>5</sup> Yates, James Anderson—"The Type of High School Curriculum Which gives the Best Preparation for College." Bulletin of the Bureau of School Service. Vol. II, No. 1, September, 1929. The University of Kentucky. Lexington, Ky. p. 105.

<sup>6</sup> Proctor, W. M., & Bolenbaugh, Lawrence. Relation of the Subjects Taken in High School to Success in College. Journal of Education Research. 15. p. 87-92. February, 1927.

<sup>7</sup> Learned, W. S.—Admission to College. The Educational Board. 14, No. 1. January, 1933. p. 28.

<sup>8</sup> Zook, George F.—Accrediting Schools and Colleges. The Educational Record. 15, No. 1. January, 1934. p. 23-26.

<sup>9</sup> Ibid. p. 72.

<sup>10</sup> Ibid. p. 84.

## 2. REORGANIZATION AT THE UNIVERSITY OF CHICAGO

CHAUNCEY S. BOUCHER,

Dean of the University of Chicago.

Mr. President and Colleagues:

Permit me to state some points of departure for my discussion. First of all, our new program that went into operation some three years ago, in the autumn of 1931, was not something that was conjured up over night in an academic closet and then sprung upon an unsuspecting academic world. It came as a result of long study, careful study of our own shortcomings and deficiencies, in the manner of a critical job analysis. It came as a result of study of some of the best performances that were being staged in other institutions. It came as a result also of several years of thoughtful experimentation, with a careful study of results.

Secondly, let me state at once that we are not at all dogmatic about anything we are doing in this program. We do not claim to have discovered any panacea for painless education. We do not claim that we have the only method for successful work, particularly at the junior college level. We simply say that we studied our own job very critically and did what we thought was the next logical step in an effort to improve performance.

Thirdly, let me state that the administrative set-up which we adopted has significance only in so far as it serves the ongoing educational program for the attainment of certain definite educational objectives. As a student, and as a faculty member, before I descended to the depths of becoming an administrator, I encountered more than one principal or dean who seemed to regard the sole function of either faculty member or student as that of a neatly articulating cog in his administrative machine. And so I say that our administrative set-up as we have organized it, and as we carry it on, is of significance only in so far as it serves educational purposes.

Just a word about this administrative organization. First, we have drawn a very clear cut division point between the junior college program and the senior college program. In arts, literature and science, we have set up five divisions. One of these is the lower division, corresponding to the junior college. Above the junior college are the four upper divisions. If I may use my hand to illustrate, my thumb (folded across the palm) represents the junior college, which cuts across in academic scope all of the four upper divisional fields. The junior college is devoted primarily to general education. The upper divisions are devoted primarily to specialized education. A student progresses from the college, as we call it, to the division of biological sciences or the humanities, or the physical sciences or the social sciences. (I always give them in alphabetical order, in order to offend no one of my colleagues at home.)

The senior college has been merged with the graduate work, and though we award the title of Associate in Arts to those who are successful in attainment of the college certificate at the junior college level, and thus provide a graceful form of exit for those who either do not care, or definitely should not be advised, to pursue work further, all degrees, including the bachelor's degree as well as the master's and the doctor's degrees, are awarded by these upper divisions. In other words, we have pushed the tone and tempo of performance in the graduate school down into the senior college level.

As far as the administration of the junior college program is concerned, perhaps the most distinctive features of our new program have been new courses of study and a new method of measuring the educational progress of the student.

Just a word first about the new courses of study. We discovered that while universities were developing in ever-increasing numbers the water-tight compartments which they called departments, there was a tendency for the introductory courses in the respective departments to become more and more merely preparation for later specialization. That is, there were very few departments who offered introductory courses of a type that served adequately the needs of the student in general education. There were many students who wanted a bit of geology as part of a

general education, but the type, and the only type, of geology course that was available for them was one that was designed to give the student the prerequisite training for advanced courses in geology. The same thing was true in the social sciences, in economics, for instance. The student who was interested in a bit of economics as part of a general education, found only an introductory course designed primarily to give him the necessary prerequisite training for advanced work in economics.

Then, from another angle, we found that even if these departmental introductory courses were designed and offered primarily for general education purposes rather than for training for specialization, it was physically impossible for a student to go from one department to another, taking introductory courses, and get around the list of some thirty departments, unless he devoted four years to the pursuit of work really at the freshman level. In my day in college, that was done by some of my classmates. We had the wide open elective system, and when freshman rhetoric was off the list, the catalogue was before us, and we drifted from one department to another, like a butterfly flitting from flower to flower to flower, taking a bit of honey here and there, and never getting beyond junior college work, some of us. Or, if a classmate were determined to be a chemist, he might take as much as three-fourths or even seven-eighths of his entire four years' program in the department of chemistry.

Now, those were two extremes that were typical illustrations of the type of programs that were pursued by my classmates. Students of the first type, who were not professionally motivated, and who simply flitted like the butterfly from flower to flower, devoted their best efforts to student activities. In other words, I went to college in the day when Mr. Wilson, as President of Princeton, complained that the sideshows were overshadowing the main tent in importance. And that was the time when a Chinese student wrote a description of American colleges and universities in a single sentence that I think is a classic. After having lived through the hysteria of the football season and the hectic days of rushing for fraternities, he wrote home to one of his compatriots that an American college and university was merely a great athletic association and social club in which provision was made merely

incidentally for intellectual activity on the part of the physically and socially unfit. Well, of course, that was so true that it hurt.

In trying to work out a program that would be best adapted to the needs of general education, and that could be attained to the extent of a respectable minimum (notice that is the way I put it) in two years, we found there was need for new and different types of courses. We found that those courses could be built only by co-operative effort by representatives of many departments. We experimented with that type of course commonly known as survey courses, in several fields. The one that we happened to develop with greatest success was in the field of the sciences, in which we offered in two quarters (we happened to be on the quarter system rather than the semester system), a survey of what we called the nature of the world and of man, in terms of both the biological and the physical sciences, and we gave that course on the experimental basis long enough so that when we asked seniors to state what they thought was the most profitable part of their four years' work, again and again, a senior would say, "The most stimulating, exhilarating, profitable intellectual experience I have ever had was in that survey course in my freshman year, in the Nature of the World and of Man." I say we experimented in other fields, but that was the one in which we happened to be most successful in this type of experiment, and when we came to design the new program for the junior college under this reorganization that I outlined a moment ago, with the junior college devoted primarily to the needs of general education, we decided to launch four new courses in as many large fields of thought, each one of them including many of the customary departmental units.

So we organized and have offered now for three years, a year's course at the junior college level in each of four divisional fields, the biological sciences, the physical sciences, the humanities, and the social sciences. The course in the biological sciences is not designed to prepare students for advanced work; it is not designed to make botanists or zoologists or physiologists or bacteriologists or any other kind of ologists. If the botany department comes to us and complains that that introductory general course in the biological sciences is not giving students the necessary prerequisite training for future work in botany, we say "Thank

you, that is the best compliment you could have paid the course." The course is designed to bring home to the student by repeated illustrations, the significance of the scientific method of thought and work. It is designed to give him such practical knowledge as will be of service to him as a citizen the rest of his life in the field of the biological sciences. It also has a motive to try to awaken his interest in the impressive machinery of nature, in the biological field, but it is designed primarily for students who will never do any more formalized work in the biological sciences.

In the field of the humanities, the course is designed not as an old style history course, but it uses history merely as a framework on which to present the literature, the philosophy, the art, the religion, yes and to some extent the music of the various civilizations that have contributed most to the shaping of the Western European civilization, which is after all our civilization, beginning with the civilizations of the Near East, and coming on down to the present. As I say, the emphasis is not on political and military history; the emphasis is on cultural history, though institutional history does, of course, receive attention in consideration of the cultural life of the peoples.

Now let us turn to the method of measuring the educational progress of the student. We became thoroughly disgusted with the old time-serving, credit-counting method of measuring student attainment for the bachelor's degree. We found again and again that student attitude was unwholesome, not because of the students, but because of the system. We found that students were thinking too much in terms of playing a series of games with this, that, and the other instructor. The objective of each game seemed to be merely to beat the instructor out of a credit with a grade high enough for it to count as one of the mystic number necessary for a degree. And too frequently the students developed the attitude that if they could succeed in beating a sufficient number of these games one after another, with a grade high enough to account for a degree, and at the same time could resist all efforts made on their behalf to have them get an education, yet could come out successfully with a degree, the joke was on the institution.

We concluded that the students weren't responsible for that attitude, it was the system; that something should be done to

motivate the student better and to change his relationship with his instructor. We said, "If our objective for the junior college level is a respectable minimum of contact with these large and various fields of thought in terms of general education, rather than in terms of specialized education, why not set up a battery of examinations that will test that attainment, and merely say to the student at entrance, 'The junior college certificate is to be awarded upon the successful passage of that battery of examinations, regardless of the number of courses you may have pursued, or regardless of any marks that may have been turned in by this, that, or the other instructor.'" And then, similarly, at the senior college level, for the attainment of the bachelor's degree, since the emphasis was to be placed upon a reasonable amount of depth of penetration in a field of thought chosen by the student, set up a battery of examinations in terms of deeper penetration into the divisional field, and also in the departmental field of choice, and say to the student, "We shall not measure your progress at all in terms of course credits, but solely in terms of attainment that will be measured by this battery of examinations, and whenever you can pass the examinations that we say represent the respectable minimum of attainment for the bachelor's degree, you may have the degree and go your way, whether it be on to graduate work or not."

We debated and considered and thought about that change for a long time, and finally the college faculty, to the extent of three to one, voted to take the leap.

This plan has changed the relationship between student and instructor completely. The student and instructor are no longer opponents in a game; the student and instructor are team mates pitted against the board of examinations. The student and instructor are no longer on opposite sides of the desk, they are on the same side. And that change of relationship has brought some very interesting and we think significant results.

Let me give you just a side-light or two. During the first quarter of the operation of the new plan three years ago, in one of the courses after they were completing one unit of work and were about to start upon another unit, and the professor in charge was conducting a sort of an open forum on the unit just completed to be sure that he had cleared up all major difficulties for the

students, one student, speaking not only for himself but also for some of his colleagues, blurted out, "Well, now, how much of this stuff in this unit do we *have* to know?" And the instructor, who was in thorough sympathy with the plan, smiled and said, "Why, as far as I am concerned, you don't have to know anything. You don't even have to come to class." (And that is true. Attendance at classes is on the voluntary basis.) "You don't have to know anything as far as I am concerned. I, and the staff working on this course, are here to assist you in every way possible to attain the maximum that it is possible for you to attain in this field of thought in the time at our disposal. Now, if you are interested in playing that game, we will go the limit with you."

Well, it came the end of the first quarter in that same course and one of the students said, "Are we going to have a final examination in this course this quarter?" And the instructor said, "Why, I hadn't thought about that. We will leave it to you. We have been giving you tests and examinations from time to time in this course on various units of work, purely for instructional purposes." (And incidentally, you realize there is a great deal of difference between an examination for instructional purposes and for marking purposes. All examinations now given in our courses are given for instructional purposes. The examination is an instructional device. It is carefully corrected and returned more frequently than not in individual conference with the student, but no mark on that examination is recorded in the recorder's office. The only examinations the results of which are officially recorded are the official board examinations.) So this professor said, "We have been giving you tests from time to time here for instructional purposes for you to know how you were getting along and for us, the staff, to know how well we were succeeding in our job. Now, if you want an examination at the end of this quarter (which was some three weeks off) we will give it to you. But remember this. If you vote for one it will be a stiff, searching, penetrating examination." They took a poll and the students voted unanimously to have the examination, knowing that the result would have not one iota of effect upon their attainment of the junior college certificate or bachelor's degree, knowing that it was of no significance for marking purposes, but knowing that it would be an excellent study and educational aid to them.

As far as attendance on the voluntary basis is concerned, we have found that attendance averages just about what it did under the old plan with required attendance. There is some variation, of course, but we notice there is something of a correlation between the attendance of a class and the effectiveness of the instruction in that class, because students go to class now only when they think it is profitable, and when they feel the time is wasted they are likely to bolt a class. So you can see that when an instructor complains about the attendance in his class, it is a commentary on himself rather than on his students, perhaps.

As far as the examination end of the plan is concerned, each student who attains the junior college certificate must pass no less than forty-two hours of written examinations. There are seven required examinations. Five of them are specifically required of all students, and two are elective. My thumb here may represent the English qualifying examination, to demonstrate that the student has attained acceptable and reliable habits of writing, that he can express himself with clarity and accuracy in written English. Then there are the four general field examinations, comprehensive examinations at the appropriate junior college level in the field of the biological sciences, the humanities, the physical sciences and the social sciences. All students who attain our junior college certificate (and incidentally, all freshmen who enter the University of Chicago enter this college—the professional school and upper divisional work begins at the senior college level), have that much in common. In other words, we have returned to the extent of perhaps five-sevenths of our requirements to a prescribed curriculum. The other two examinations are electives, and usually are in departmental fields, such as French or German or Latin or Greek, or physics or chemistry or geology or what not. Those two electives give the student at least a bit of an opportunity to start specialization and to attain the necessary prerequisites for further training. And the elective courses that are offered in the elective fields, although designed in part for general education, are primarily in specialized education at a lower level. For instance, the student who is going on into medical work gets as one of these two elective courses an intensive laboratory drill and training in

techniques and in the development of skills in the biological sciences. He will also get a stiff laboratory course in chemistry.

The two introductory general courses in the sciences are offered without required laboratory work on the part of the student, but include much laboratory demonstration by experts. Students may present themselves for any examination whether they have attended the corresponding course the full three quarters, or two quarters or one quarter or not at all, and we have had many instances in which students presented themselves for examinations in various fields without having attended the corresponding courses at all and wrote A examinations or B examinations. Naturally, they are the superior students. We have had some instances in which a student at one examination period, after having been in residence only three months, one quarter, has passed five of the seven required examinations. In other words, at the end of one-sixth of the normal junior college period, he was five-sevenths of the way through on the basis of demonstration of attainment. Under the old plan, when the time-serving basis was the only basis for credit granting, he would have been only one-sixth of the way through, but under the present plan he is five-sevenths of the way through.

The examinations have taken an immense amount of time on the part of the faculty as well as the examiners. Every examination given has to be approved by the faculty concerned before it is given. An instructor may honestly say to his students all through the year: "I don't know what will be on the comprehensive examination in this field. All I can say is that I know it will be fair, and that it will be scored fairly and reliably." That examination, before given, is approved by the instructional staff. I mention that point merely to assure you that we have not stuck our heads into a noose comparable to that of the College Entrance Examination Board that is around the necks of the high school people.

I think, Mr. Chairman, that we had better devote the remainder of the time to discussion or to answering questions, if there are any.

Just one remark about the reading, before I open the matter up to you. Our library circulation has jumped by leaps and bounds.

We used to have a problem of getting students into the library. The problem now is to provide books enough and service enough. The amount of our library circulation has simply astounded all of us.

We have some students who are not happy, and it takes a long time to get adjusted to the plan, but in the main as far as the great majority of them are concerned, our students are happier, working harder, more excited and more exhilarated than students ever were under the old plan. I thank you.

### 3. NEW COLLEGE AT COLUMBIA UNIVERSITY

PROFESSOR PAUL LIMBERT,

New College.

What is *new* about New College, Columbia University? It is new in respect to age, of course, for this is only the third year of its existence. It is new in the sense of attempting to blaze new trails in the preparation of teachers. But since I am addressing a group particularly interested in the liberal arts college, I want to stress today those elements in the New College program which have a bearing on collegiate education in general.

We do not think of these departures from customary practices in higher education as absolutely new. We take no great pains to refer to New College as a *progressive* or *experimental* school. We believe that we are following principles, the validity of which has been established in certain elementary and secondary schools. We are aware that most of the principles which we are seeking to work out are acceptable to college educators in theory, but very difficult to put into practice because of limitations imposed by the size of the student body, the conservatism of trustees, or other factors.

What I have to say about innovations at New College will be centered around four main points:

1. A new integration of cultural and professional objectives.
2. A new approach to the organization of the curriculum.
3. A new concept of the scope of the curriculum.
4. A new method of measuring student progress.

#### I. A NEW INTEGRATION OF CULTURAL AND PROFESSIONAL OBJECTIVES.

New College exists primarily for the preparation of teachers in nursery schools, kindergartens, elementary and secondary schools, and certain non-school fields. But it represents a new approach to professional education, growing out of a broad con-

ception of the function of an educator. We want New College graduates to be intelligent adults, community leaders, vigorous and resourceful persons, as well as adept in the art of teaching. We are not interested in adding to the supply of mediocre teachers; we seek to prepare a small number of persons who will be recognized as *superior* educators. This end can be achieved only by emphasizing, in the training of teachers for any age level, sound scholarship, cultural appreciation, and a greatly enriched experience. In a day when traditional philosophies are being questioned and established institutions are being modified, it is particularly important that teachers should be alert in analysis and competent in interpretation.

The majority of New College students enter directly from secondary schools. During the first two years, approximately, they concentrate on gaining a general background of knowledge and experience. Premature decision concerning major interests is discouraged and undue early specialization is not permitted. For convenience the experiences which the college provides are grouped under four areas or divisions, not to be sharply separated: (1) Human relationships, as expressed in social, economic and political life; (2) the natural sciences, with particular reference to the influence of natural forces on life; (3) the arts, including the pictorial and plastic arts, the musical arts, and the language arts; (4) philosophy, including religion, psychology, and education. The student is expected during the first two years to build up a background in these fields, with special emphasis on the first three. Two years' work in each of these three fields is normally required. If a major field has been chosen which involves the development of special skill—as in art, music and physical education—enough attention may be given during the first two years to maintain these skills, but carrying a heavy load in this field is discouraged.

After the first two years, the student concentrates on his professional preparation, but always with regard to the broad ramifications of his major field. In courses on education the emphasis is put on the development of principles and the organization of materials, rather than on methods as such. In these later years, philosophy holds an important place. Increasing emphasis is placed on independent study, culminating in a period of several months

in which the student works on an individual problem and attends classes only as related to his purposes. Increasing opportunity is also given in these later years for observation and practice teaching. Finally, after all other requirements have been met, the student spends a period, usually one year in length, as an interne in a school or similar institution with full time responsibility as a member of the school staff.

Through all these means New College seeks to prepare teachers equipped with a rich cultural background, able to think and act intelligently in new situations, and skillful in helping others in their educational development. As far as possible the distinction between "cultural" and "vocational" is eliminated.

## II. A NEW APPROACH TO THE ORGANIZATION OF THE CURRICULUM.

A determined effort is being made to organize the curriculum of New College on a functional basis. This is possible partly because the vocational objective of the student is fairly well defined upon entrance and a large proportion of the college experience may be regarded by the student as valuable for ultimate professional use. But the functional principle is based more deeply on the needs of the student as a person rather than merely as a prospective teacher.

Constant emphasis is placed upon organizing the curriculum of New College, directly or indirectly, around persistent human problems, rather than upon the acquisition of facts *per se*. These problems are persistent in the sense that they exist in some fashion throughout the life of an individual and that they have persisted throughout the history of mankind. They have both individual and social aspects. They may be variously stated and classified. Among the persistent life problems which we recognize as most important are the following:

- (1) the attempt to raise the standard of living;
- (2) adjustment to and control of the physical environment looking toward its utilization for individual and social ends;

- (3) adjustment to and co-operation with others, in the family, the community, the state, the world;
- (4) achievement of economic and political security;
- (5) achievement and maintenance of physical and mental health;
- (6) appreciation, interpretation and creation of art and beauty;
- (7) development of guiding principles and search for ultimate values through science, religion and philosophy;
- (8) acquisition and transmission of the social heritage.

When problems like these are kept in mind by students and instructors throughout the college experience, facts and generalizations are likely to have more point and purpose.

Several courses in our program illustrate in an unusual way the effort to break down artificial subject matter divisions. A course designed particularly for first year students, called Nature of the Universe, develops an understanding of the physical environment and its relation to man. A course for second year students, called Human Growth and Development, applies scientific knowledge to human life, including what is usually given in courses in biology and genetic psychology. There are no separate courses in chemistry, physics, biology, except for students who are majoring in the natural sciences. A two year course in Modern Civilization includes material usually given in courses in history, economics and sociology, but focused upon persistent problems in Western civilization. A course in Contemporary Arts seeks to develop an understanding of art forms in music, the visual arts and literature.

Back of all courses at New College, however, and in a sense, prior to them in importance, is the central seminar. A "seminar" as the term is used at New College, is a group of students and faculty, often relatively large in number, which serves to raise and define problems which cut across several subject-matter fields. The Central Seminar is designed to help the student develop critical thinking in group discussion, and to provide an integrating experience which will enable the student to see all his varied college activities in relationship.

Every student is enrolled in the Central Seminar throughout his college experience. During the first two years the study and

discussion is directed to problems arising in the college, the community, and the larger society in their broad relationships; in the third year the Central Seminar becomes for most students the Education Seminar, serving as a focal center for all educational units and for related fields such as philosophy and psychology.

Another illustration of the functional principle in the organization of the curriculum is the absence of extra-curricular activities. Work done by students in editing the college paper, managing the theatre bureau, presenting musical and dramatic productions, is regarded as an integral part of their program. Reports on activities of this kind are included in the summary record of a student as surely as reports of work in the classroom. A student faculty committee plans carefully for all social activities, which are regarded as an important part in the curriculum. Even participation in varsity athletics is recognized as a normal part of the college program, since practically all students who give much time to inter-collegiate athletics are majoring in physical education.

### III. A NEW CONCEPT OF THE SCOPE OF THE CURRICULUM.

New College has gone far beyond conventional procedure in recognizing experiences beyond academic walls as a valuable part of a college education. In a very real sense Columbia University, in New York City, is only the home base of New College. At any given period of the year some of our students are to be found in North Carolina, others in England, Germany, Italy or France, a few traveling in the United States, others out in industry, not to mention the internes who are at present scattered from Oregon to Connecticut. As an explanation for this widespread academic front, one turns again to the purposes of New College to prepare teachers who have had their experience enriched by contacts with varied cultural groups in diverse situations. Our students are expected to get out where people live and work. They are to be faced with difficult situations demanding integrity and resourcefulness.

In line with this policy, there has been established in North Carolina what is known as the New College Community. This project developed partly from the desire to provide a base for study

of the natural sciences. Of equal importance, however, is the affording of opportunity for a type of social experience which is new to most college students. The Community is located on a large estate thirty miles southwest of Asheville, far enough from main lines of travel to provide intimate contact with the life and quaint culture of the southern highlanders. Students enter the community for a two- or three-month period in the summer. The work is counted as the equivalent of a semester's program in New York City. The mornings are spent in study and classroom discussion, accompanied by frequent field trips. There are opportunities for recreation and the expression of artistic interests.

The maintenance of a well-ordered rural community of seventy-five persons is a matter of no small importance. There are no generous donors to supply all the conveniences of a university campus. New College Community is largely self-supporting, and equipment is being slowly built up by the students themselves. Students and staff do all the work in the kitchen, the fields, and on the wood-pile. Each is expected to contribute at least two hours a day toward the maintenance of the community life. The whole enterprise becomes a laboratory in co-operative living, involving careful organization of the daily program and a rather rigorous self-discipline for the sake of the common good.

A small resident group remains at the Community during the winter, maintaining the physical equipment and taking care of the spring planting, while at the same time they carry on a program of supervised study equivalent at many points to a year of college work.

New College lays unusual stress on the value of foreign study. All students who can possibly make financial arrangements are expected to spend eight months abroad under the direction of members of the New College staff. At present there are groups in England, France and Germany. Other countries are included as opportunity arises. A large part of the student's time abroad is spent in gathering materials for one or more problems related to his major field of interest. A student is expected to concentrate upon gaining an insight into the civilization of one country, instead of traveling widely.

Students are encouraged also to regard travel in the United States as a part of their cultural education and professional preparation. Occasionally a member of the staff takes several students along on a trip involving the visiting of a number of educational institutions, and a study of social conditions. The summer is regarded as a time for continuing one's college education profitably rather than as primarily a period for diversion.

Every student before graduation from New College is expected to have some experience in industry. Usually one or more summers is used for a period of work in a factory, on a farm, in a store, or in some other form of remunerative employment. Some students, however, either from economic necessity or because of the value of industrial experience as such, spend an entire year out of college at work. New College considers such a program also as a part of College experience. Any student who plans to continue his college education later is urged to maintain contact with the college, either directly or through correspondence. At present a group of students working in or near New York City come to the College for a weekly meeting, called an Industrial Seminar.

In these and other ways, we are trying to make college education more *realistic*.

#### IV. A NEW METHOD OF MEASURING PROGRESS.

How are all these experiences to be translated into the current academic coin of grades and credits? How is the progress of the student in such an unorthodox college program to be measured?

New College has departed entirely from the traditional point-and-credit system and is trying to develop a qualitative standard of attainment. In the requirements for admission one will find no list of specific units of secondary school credits which are indispensable for entrance. In statements about continuing in college one will find no specific number of hours of work which must be passed. In the requirements for graduation there is no reference to semester hours of credit or quality points.

On the other hand, we are making a determined effort to develop records to the point where one can get an adequate, well-rounded picture of a student's achievement and his potentialities

at any point in his college career. I know of no college which attempts to keep so elaborate a set of records. There are form blanks of almost every hue, providing the medium for an instructor's report on health, personal adjustments, special activities, and student teaching experiences. Reports of classroom work are made in descriptive terms rather than grades or letters. If a student's work is unsatisfactory, details are given. Written tests of all types are used at the discretion of the instructor. For purposes of diagnosis standard objective tests are occasionally given to all students, but there is no established final examination period at the end of a semester. When a student desires to transfer to another college, a descriptive statement is drawn up of the nature of the activities which have been carried on in courses and seminars, and of the quality of work done. It is the responsibility of the other college to interpret this statement in terms of credits and grades.

Much attention is given to the guidance of the student's college experiences. In the course of a semester each student is bound to have several personal conferences with general advisers and instructors in his major field.

The agency for administering the keeping and interpreting of records and for co-ordinating guidance activities is a Curriculum Guidance Committee, composed of the most experienced members of the staff. Upon this committee falls the responsibility of determining whether a student shall be admitted, when he shall be dropped from college, when he is eligible to begin work upon an extended problem preparatory to internship, and finally when he is eligible to be recommended for a degree. Another group of staff members known as the Examination Board, supervises the giving of comprehensive examinations and the testing of a student's fitness for entering upon his internship.

A detailed cumulative record is kept for each student. Eligibility for a degree can be questioned on grounds of poor health, failure to meet responsibilities squarely, or other weaknesses, just as surely as on insufficient academic preparation. Our bulletin contains this most significant statement: "Irrespective of the amount of time spent in New College, the degree is not awarded

until the student has demonstrated his ability to do satisfactory teaching."

We are conscious of the difficulties of working out in practice such a theory of measurement. In fact, most of the policies of New College are bound to give an administrator many a headache. We know the danger of lowering standards and relying unduly on subjective bases of judgment, when once objective (?) standards have been discarded. We know how much additional work for the staff is required by such a system and how difficult it would be to introduce many of these procedures into a large school. Yet we are bound not to slip back into the situation of most colleges, where students can get by with an accumulation of credits representing only a fraction of the total college experience. We are determined that a degree from New College shall have meaning, that graduation shall, for every student, be based upon a record of superior achievement.

## SUMMARY

WILSON FARRAND

Headmaster, Newark Academy.

Mr. President, I am facing an impossible task, a task of which you, Mr. President, have increased the difficulty by substituting for the word "summary," which you used in your invitation and in the program, the words "critical analysis." Now to make a critical analysis of three, or rather, I should say, of four speeches, for I am going to include to a certain extent, at least, President Conant's paper in these remarks, immediately at the close of the fourth speech, with not even five minutes to get my ideas together, is, I submit, an utterly impossible task. I ask your sympathy. I have seen the manuscript of Dr. Cooper's paper, and that gives me something to go on.

You will realize the difficulty of my task if I remind you of a remark which ex-President Patton, of Princeton, once made. He was a man who never used a manuscript and always was apparently ready. Someone asked him once what was the great essential for extemporaneous speaking. He said, "In my judgment, the important requisite for successful extemporaneity is two weeks for preparation."

While these addresses have been going on, I have been trying to find some key words, or some connective thoughts that would run through the whole four, and the two words which finally seem to me to tie them together are the words, "experiment" and "test." I think that there is a very direct connection between President Conant's speech and Dr. Cooper's paper, and between these two and the last two.

Let us take up first of all this matter of testing, which runs through all four of these speeches. In each case there is involved the discarding of some of the ordinary criteria that we have used to determine fitness for entrance to college, fitness for advancement, or fitness for graduation, but in each case the determination depends upon a test.

Now, I differ somewhat from Dr. Cooper in the number of methods of determining fitness for admission to college that he listed. I think that they can all be, for summary purposes, combined into two, admission by examination and admission on school record.

When I first began teaching, and dealing with this matter of college entrance many years ago, we used to have a great many discussions in our educational associations, and in this association in its early days, on the relative merits of testing for admission to college by examination and by certificate. In those days, the certificate meant practically in almost every case, I think, the simple statement by the head of the school that this boy was qualified in three units of Latin, two units of algebra, and so forth. Admission by examination meant the passing of certain examinations set by the college, not by the College Board, but by the individual college, with practically no statement from the school. In those early days almost everything that the examining college had from the school was a formal statement that the boy was of good character, which amounted to very little. If he passed the examination with a satisfactory mark, he was admitted. If he failed, he was conditioned in that subject and had to make it up in his first college years.

At the present time, in admission by certificate, the form is changed. The certificate is not so much a statement that the boy is prepared in certain subjects; it is the record of his work through four years of school, and the college evaluates that record. There has been an even greater change in the method of admission by examination, and a greater change than is apparent to many who have not followed the matter closely.

In the first place, the old scheme of examinations by individual colleges has been practically done away with, and we at least have a central board to set the examinations. We have a common standard, we work for one end, whatever colleges our boys are planning to enter, and if we are dissatisfied, we can all direct our criticisms at one point. In the second place, the great difference is that no longer in our examining colleges is the examination the sole test of fitness for admission. In practically every examining college, as far as I know in every one, before the examination is

taken there is submitted to the college the four-year record of the student with his marks in every subject. In addition, most of them require full detailed statements from the head of the school in regard to the character, ability and habits of the candidate, and require also a scholastic aptitude test. Fitness for admission is determined not solely by the examination; it is determined by the combination of these four things, in other words, with all of the light that can be gained in any way on the student who asks for admission.

Now, whatever may be said about the relative merits of admission by certificate and by examination, I think there is absolutely no question that the technique in our examining colleges is far superior to that which is used in admitting by school record alone.

The objection to the certificate plan is that which Dr. Cooper brought out, the enormous difference between schools in the scale of marking, and also the great difficulty the college has in knowing how successful the teaching is in the particular school from which the student comes. We know today that there are certain schools in which a mark of 75 is equal to 90 in another, and it is extremely difficult to evaluate those things. Personally, what I am hoping for is that we shall have in our certificating colleges, added to the certificate, or to the school record, some form of test. If you have from the school the record that the student has done certain work and covered certain ground, and you then can have in addition a test of some kind in the key subjects, such as English and mathematics, that will give some idea of how the student has mastered those subjects, you will have a far greater knowledge of the boy, and of his readiness for college work.

In one other point I differ from Dr. Cooper when he said that the evidence showed that there was practically no difference in the quality of students who offer different studies in preparation for college. I agree with him that there is no subject, except possibly English, which is absolutely essential for going on with a college education, but I do not agree with him when he says that it makes very little difference what subjects one studies. The chief essential in my judgment—and I am basing this not only on my own experience, I am basing it on consultation with the directors of admission of many of our best institutions—is this, that of the fifteen

units required for admission the best results are obtained from students who offer twelve units in not more than four subjects. In other words, the best results come from those students who have pursued three or four subjects continuously. When you speak of 15 per cent or 20 per cent of a student's entrance record being made up of vocational subjects, I think that the director of any of our colleges who has been studying that matter carefully will say that if he gets his twelve units in not more than four subjects, he doesn't care a rap what the other three units are. They may be vocational, artistic, or anything else. If a student has studied three or four subjects continuously for several years the presumption is that he has gained a certain power and a certain foundation that will enable him to do college work satisfactorily.

Now, there have been studies of that nature in various of our colleges. In the University of Virginia a year or two ago they made a study of the records of students who had entered with different arrangements of units. They found that the highest record in the University was made by those students who offered four units of Latin and four units of mathematics. The next highest record was made by those who offered four units of mathematics, and the next by those who offered four units of Latin and three of mathematics. And the lowest was made by those students who offered scattering subjects of one or two units each, and had not done concentrated consecutive work in any line.

Right at this point, I want to go back to Dr. Conant's speech, for he brought out a very important point. That is that with our youngsters it is often very difficult to determine what the boy's line is going to be, what his bent is, and he spoke of certain subjects which were of great value to students who were going to follow different lines. There is a broad division between the two fields of mathematical and scientific studies, and the language lines, and most of our colleges now are offering work that will appeal to either one of those two. There is another line for which most of our colleges do not yet offer full facilities. That is, most of the mathematical and scientific students, and most of those who are especially interested in the languages and the humanities, have ample opportunities but our colleges have not yet, at least not many of them, offered similar opportunities to the students of

artistic and aesthetic tastes. That, I believe, is the next step that is going to come in the development of our curricula, and that is the step which some of our colleges are ready to recognize by allowing three units of work in the line of Art.

Now, I must wander on and get at these two experiments. This word "tests," you will notice, applies to both of these, for they have discarded in both cases the old method of measuring by semester hours, and rely upon a single test given at the close. I was very glad to hear Dean Boucher speak in detail of the way in which those tests were prepared, because you can readily see that unless those comprehensive examinations are honest, unless they are thorough, and unless they are fair, the whole scheme goes by the board. There is the great point, and one of the main reasons for thinking that the plan at Chicago may succeed—for it is still an experiment in spite of the reasons for thinking it a success—is that it is being studied and being handled with such very great care.

Now, besides that test, there are certain other things common to the two schemes at Chicago and at New College. There is in the first place what may be called the seminar method and the emphasis that is laid upon the independent work of the student. In that respect Chicago is not entering a new field, but it is one of the first to use that method of work in the freshman and sophomore years. The plan has been worked out and has proved successful in other places. They have got the students to working independently and to doing the work thoroughly. It is a hard job for the professor. The faculties where they have adopted similar plans all testify that they are working harder than they ever did before.

It is having another advantage besides making the lazy professors work a little harder; it is shaking them out of their ruts, and they are having to get outside of their own departments. I had a rather curious experience a year or two ago. I was walking across the Princeton campus one afternoon, and as I passed the new chapel which had been standing there for a couple of years, I saw one of the distinguished professors of the department of economics standing across the road and gazing up at the building. I said, "Professor, what does this mean? Haven't you ever seen the chapel before?" He began to laugh and said, "Well, I was

having a curious idea pass through my head. You know, since we have been using this new plan of study here, and these fellows have been doing their independent work, we are shaken out of our ruts. When we were giving a course of lectures under the old plan, there was no comeback, we just gave the lectures, and that was the end of it. But now, when these fellows are studying and coming to us for consultation, they are bringing up problems on all sorts of topics from other departments, and the idea that was running through my mind as I stood there was, I wonder if there is any economic basis for the development of Gothic architecture?"

You see what I mean. In every one of these cases, there is the passing from one department to another, there is a mingling of departments, the old time professors are being shaken out of their separate compartments, and that is one of the great advantages of that plan of work. Then when those students get to working independently and become interested in the subject they are pursuing, it is interesting to see how many fellows are unwilling to give up the time for rowing or football or anything else that interferes with their carrying on their study. I could give you some interesting examples of this, but I will not take the time.

The thing that is most encouraging to my mind about that experiment at Chicago—and I definitely call it an experiment; I think that it is going to be a success, but it is going to find that a good many details will have to be changed—is that it came as the direct result of a defect discovered in the old method of teaching. They saw the defect, they studied it carefully, they decided to try an experiment along these new lines, and they have put upon it an unusual amount of study, of care, and of work in the formulation of their plans. I talked with one of their professors of physics when he was working on the plan for the survey course in physical sciences. The amount of work that was being put on that was tremendous, when Dean Boucher has told you how they have worked and are still working to perfect their comprehensive examination system.

This brings me to a point which slipped my mind a few minutes ago; that is, in regard to the four survey courses which are the foundation of the Chicago experiment. In regard to these I have two distinct questions.

In the first place, there is a distinct doubt as to whether general survey courses of this kind afford the best basis for advanced work. I admit that it is an open question, but there is a good deal to be said for the claim that work in a narrower field naturally comes first, and that the gaining of a broad, comprehensive idea of different branches of science and their relationship to each other comes more logically and more effectively as the climax than as the foundation. A survey course must of necessity be, to a certain extent, superficial, and a superficial foundation is apt to lack stability.

In the second place, you probably noticed that the four survey courses were in the biological sciences, the physical sciences, the social sciences, and the humanities. It strikes me that the humanities have a very small share in that group, and that the student whose bent is humanistic and who wishes to specialize along those lines does not have as good an opportunity as the student whose trend is along scientific lines.

I wonder, also, if you noticed the contrast between the objectives in Chicago and in New College. As contrasted with the four courses in Chicago, New College aims to orient her student in human relationships, natural sciences, arts, and philosophy. New College deals more liberally with the humanities, and while the Chicago division is based primarily upon subjects, that in New College is based upon the individual student and his development.

Now, I frankly confess that having heard this talk from New College for the first time (the only information I had about it was its prospectus, issued about a year ago), I am bewildered in regard to what they are trying to do there. As I listened to the statement of the various enterprises, the different things that were to be tried out by these students, the time they were to spend in North Carolina, Germany, Connecticut, and elsewhere, and all of the various things that they would be called on to do, I must say that it strikes me that this is even more of an experiment than that in Chicago. All that I can do is to wish it success. I have my doubts.

Now, to sum it all up, this has been a very desultory talk; it is not a critical analysis, it is simply a pouring out of certain

things that have come to my mind and that I haven't had time to put into shape. I think that we have had some most interesting ideas put before us. It is a good thing, an extremely good thing, in our colleges and schools to have experiments of this kind tried, provided they are put out as experiments, not as panaceas which are going to remedy existing evils, and provided the institution that tries them is willing to spend the money, and the men who are engaged in it are willing to put in the time to work out the plan, and to alter the plan when they find that it needs changing. It is a glorious thing to experiment. But those of us who are conservative, who have come to the time when we begin to be rather distrustful of new things, are inclined to take an attitude of watchful waiting. We say to you, "Go on with your experiment. You are doing it in the right spirit, you are undertaking a good thing. We shall be extremely interested in it, but don't ask us to endorse you now and to say that we are all going to follow in your footsteps." And any college that thinks that because an experiment of this kind is being tried in one place it is the thing for it to do also, my one word of caution is, go very slowly and be very sure when you undertake it that you are ready to carry it through and that you have the facilities for it. But to you who are undertaking it, God bless you!

## BUSINESS MEETING

## REPORT OF THE TREASURER

October 30, 1933, to October 30, 1934

*Debit*

Balance in Association Funds .....	\$1,181.83
Dues from two institutions for 1930-1931.....	15.00
Dues from four institutions for 1931-1932.....	30.00
Dues from twenty-two institutions for 1932-1933.....	165.00
Dues from 792 institutions for 1933-1934.....	5,940.00
Dues from ten institutions for 1934-1935.....	75.00
Visitation of Schools, Commission on Secondary Schools	540.14
Certificates to Schools, Commission on Secondary Schools	24.00
Visitation of Colleges, Commission on Higher Institutions	900.00
Miscellaneous receipts, Sale of Reports, etc. .....	2.26
Transfer from Saving Fund Account .....	1,500.00
<hr/>	
Total, October 30, 1934 .....	\$10,373.23

*Credit*

Annual Meeting .....	532.56
Expenses of Members to:	
American Council on Education .....	23.40
College Entrance Examination Board.....	29.55
Commission on Higher Institutions .....	361.80
Delegate to North Central Association....	83.46
Delegate to Southern Association.....	85.09
Executive Committee Meetings .....	52.18
	635.48
Commission on Secondary Schools.....	3,197.73
Commission on Higher Institutions .....	763.74
Salaries .....	300.00
Clerical .....	150.00
Notary Fees and tax on checks .....	24.40
Stamps .....	85.50
Office Supplies .....	5.86

Proceedings .....	1,183.57
Printing .....	113.35
Honorarium, Bonding Treasurer, Miscellaneous.....	532.41
Transfer to Savings Fund.....	1,500.00
	<hr/>
Total Expenditures .....	\$9,024.60
Balance on hand in Association Funds, October 30, 1934	1,348.63
	<hr/>
	\$10,373.23
On deposit with the Girard Trust Company as per state- ment submitted October 30, 1934, in checking ac- count .....	\$1,348.63
October 30, 1934, in Savings Fund account.....	1,500.00
Interest on Savings Fund account .....	98.80
	<hr/>
Total .....	\$2,947.43

**INSTITUTIONS IN ARREARS**

November 30, 1934

The following five institutions have been dropped from membership for non-payment of dues for three consecutive years:

Baltimore City College, Essex Preparatory School, Glen Falls Jr.-Sr. High School, New Utrecht High School, Our Lady of Mercy Academy, 1931-32, 1932-33, 1933-34.

Seven institutions are in arrears for 1932-33, 1933-34.

Twenty institutions are in arrears for 1933-34.

STANLEY R. YARNALL,  
*Treasurer.*

**REPORT OF THE AUDITING COMMITTEE**

We have examined the accounts of the Treasurer, which are summarized above, together with the accompanying vouchers, and find all to be correct as set forth, the balance in his hands being:

Checking Account .....

Savings Fund Account .....

\$1,348.63

1,598.80

GILBERT H. FALL,  
JONATHAN T. RORER,  
*Auditors.*

November 26, 1934.

## REPORT OF THE EXECUTIVE COMMITTEE

It is the sad duty of the Executive Committee to report to the Association the loss by death of the Chairman of the Commission on Higher Institutions, Dr. Adam Leroy Jones, whose earnest, unselfish, and inspiring work for this Association constituted only one of his many services to education. It was Dr. Jones who suggested to us in 1917 that attention be given to the value of degrees awarded by the colleges within the territory. As the result of the recommendations of a Committee on the Classification of Colleges, of which he was Chairman, the Commission on Institutions of Higher Education was established in 1919 under his chairmanship. Standards were adopted and the Commission reported its first list of accredited colleges of liberal arts in 1921.

During the seventeen years of his association with this important project, Dr. Jones gave it the wisest type of leadership. His wide educational background and his sound sense of values inspired and held the confidence of the representatives of the colleges who appeared from time to time before the Commission, and his tact in handling difficult situations impressed those who were privileged to share with him the difficult task of upholding standards in a way that would be helpful to institutions in need of strengthening.

Your Executive Committee, realizing the difficulty of attempting to fill the place left vacant by his untimely death turned to a sub-committee of the Commission for advice and in its recommendations believes that it found the best possible solution. Dr. Wilson Farrand, a member of the Commission from the date of its establishment and long experienced in both school and college education, consented to serve as Chairman with the understanding that he might have the assistance of an Executive Secretary. Mr. Frank Bowles, Acting Director of University Admissions at Columbia University, has assumed this position and Columbia University has graciously consented to having the headquarters of the Commission continue where they have always been.

Additions to the membership this year consist of newly accredited schools and colleges not formerly belonging to the As-

sociation, of which there are a goodly number. In order to avoid confusion, the Executive Committee directed the Secretary to publish the membership list in three sections: (1) List of Accredited Colleges and Junior Colleges; (2) List of Accredited Secondary Schools; and (3) Other Membership Institutions. It should perhaps be made clear that this third section includes not merely schools and colleges not yet accredited but Teachers Colleges and other types of institutions which the Association has not yet attempted to classify.

With regret we have received resignations from two members of the Commission on Secondary Schools whose terms have not yet expired—Dr. Richard M. Gummere leaves this territory shortly to assume an important post at Harvard University, and Dean Radcliffe Heermance has been forced to resign because of other conflicting duties. Their successors will be elected this afternoon.

The Committee has given careful consideration to the following communication from Dr. Charles J. Turck, Chairman of the Committee on Regional Codes of Ethics of the Association of American Colleges:

"The Association of American Colleges appointed a committee, first, to make a careful study of unfair competition in student recruiting and in other forms of competitive procedure, second, to make a careful study of helpful methods of cooperation already in process among several groups of colleges, and third, to suggest approved principles of procedure adapted to the needs of the various regions of the country.

"The committee is securing data by means of a letter to the college presidents, but we feel that much of the effective work in connection with this important problem will have to be done through the regional groups. Our suggestion is that each of the great accrediting agencies appoint a similar committee on competitive and co-operative procedure to which the data secured by our committee may later be referred either in a summary report or in greater detail if desired."

It is the recommendation of our Committee that the suggestion be referred to the Commission on Institutions of Higher

Education with power to appoint a special committee if, in the judgment of the Commission, it seems desirable to do so.

Two matters were referred to the Joint Committee on Secondary School and College relationships, which is composed of representatives of our two Commissions. One concerned a letter received from the Department of Public Instruction in Pennsylvania, proposing an advisory committee of those interested in secondary education. The Executive Committee urges upon this Joint Committee the desirability of taking all possible steps to increase the cooperation first between the Association and the city and state departments of education within our territory, and, second, between the Association and the officers in charge of admission to our colleges.

The second matter concerns the possibility of the Association's issuing a small bulletin to be sent three or four times each year to the institutions on the membership list.

The Executive Committee also transacted the following routine business:

1. The approval of a budget for the Commission on Secondary Schools for 1934-35 in the amount of \$3100.
2. The authorization of payment by the Treasurer of contributing membership dues of \$100 to the American Council on Education and \$100 to the National Commission on Research in Secondary Education.
3. The appointment of Dean Henry Grattan Doyle, Headmaster Boyd Morrow, and Principal John H. Tyson as our representatives on the American Council on Education.

GEORGE WM. McCLELLAND,  
*Secretary.*

## REPORT OF THE COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

Your Commission on Institutions of Higher Education suffered a great blow in the death last winter of Adam Leroy Jones. Not only had he been the Chairman of the Commission since its organization; it was largely his knowledge, judgment, fairness, tact, and devotion to high standards that had made the work of the Commission as effective as it had been. Few even of those who were close to him realized what a load of work he had been carrying through these many years. His death was a staggering blow to the work in which we are engaged, and the Commission has found it difficult to maintain the standard of accomplishment which had been set for it by its Chairman.

Two institutions have been added to the approved list by the Commission during the year. At a meeting held in May last, the Newark College of Engineering was added to the list of approved colleges and the Williamsport-Dickinson Seminary to the list of junior colleges. In addition to these, there have been a number of inspections of colleges which have applied for accrediting, or of those which are already on the list.

In order that there might be no possible misunderstanding of the fact that the Commission maintained absolutely its stand in regard to the practice of giving athletic scholarships, letters were sent last spring to the heads of all men's and co-educational colleges on our list, and this fall the head of each such institution was asked whether, as of October 1, 1934, his institution was living up to the rule on athletic scholarships, and was making all efforts possible to prevent the subsidizing of athletes by alumni and others.

Every college on our list has testified, over the signature of its president, or of a responsible executive officer, that it is giving no athletic scholarships, and most of them also affirm that they are doing all that is in their power to discourage the granting of surreptitious aid by others. The matter of discouraging alumni subsidies of athletes is one that must be handled by the individual

colleges, and all that the Commission can do in that regard is to urge its importance on our institutions.

The Commission has never interpreted its standards literally, and in some cases it has not hesitated to deviate from one of its standards when the deficiency was overbalanced by excellence in other lines. The question of whether it is possible to re-write our standards in more general terms, making it clear that the real standard is not a definite amount of endowment, or a certain number of books in the library, but rather the seriousness of purpose, the honesty of aim, and the excellence of the work done, is going to be considered by the Commission during the coming year.

Respectfully submitted,

WILSON FARRAND,

*Acting Chairman.*

November 30, 1934.

REPORT OF COMMISSION ON  
SECONDARY SCHOOLS

The Commission on Secondary Schools has engaged in the following significant activities during the past year: (1) accrediting activities; (2) research and service activities, and (3) participation in the nation-wide co-operative study of secondary school standards.

In the promotion of the major activity of accrediting, 261 schools were given formal consideration, and informal contacts were made with a large number of others. Of the 261 schools submitting formal reports, 73 were new schools, and 188 were schools already holding a place on the accredited list. Thirty-five of the new schools were accredited, and action on thirty-eight was either deferred or definitely unfavorable. A considerable number of the schools on which action was deferred have definite possibilities and will be encouraged to continue their applications. A few are of such character that they should not be encouraged on the basis of their present status. Of the 188 old schools re-checked this year, twelve were dropped by the Commission, and in addition five schools were dropped by the Association for non-payment of dues. The list to be published January 1, 1935, will contain 651 schools.

TABLE I  
ANALYSIS OF ACCREDITED LIST, 1935

	New Schools Considered	New Schools Accredited	Old Schools Considered	Old Schools Accredited	Total Considered	Total Accredited	Old Schools Not Considered	Dropped for Non-payment of Fees	Total Schools on Accredited List, January 1, 1935
Delaware .....	2	—	8	8	10	8	8	—	16
District of Columbia	2	1	9	8	11	9	20	—	29
Maryland .....	4	2	7	7	11	9	27	1	35
New Jersey .....	16	9	60	57	76	66	78	—	144
New York .....	20	12	25	19	45	31	143	4	170
Panama Canal Zone.	—	—	1	1	1	1	1	—	2
Pennsylvania .....	29	11	78	76	107	87	168	—	255
Total .....	73	35	188	176	261	211	445	5	651

In accordance with the revised procedures in accrediting adopted last year, schools have been accredited for varying periods of 1, 2, 3, or 5 years. The basis for determining the period of accreditation is not relative efficiency of schools (which is impossible to determine with accuracy), but rather the apparent stability and professional soundness of the school, its efficiency being satisfactory. As schools that have been accredited for short periods demonstrate their stability and professional soundness they will be given longer periods of accreditation. A constant contact is maintained with all schools not submitting formal general reports, by requiring a short annual report. This report is intended to be a tentative check on the Commission's judgment relative to the stability and professional soundness of each school.

It may be of interest to the Association to note the growth of the List of Accredited Secondary Schools, as follows:

The List for 1928 contained 413 schools; 1929, 473; 1930, 534; 1931, 557; 1932, 602; 1933, 612; 1934, 633; 1935, 651. During this period 66 schools have been dropped, less than ten per cent of the total number accredited. If no schools had been dropped (allowing for a normal death rate of perhaps one to three per cent) the number on the list would now be above 700.

The Commission continues to promote the study of certain problems related to the accrediting of secondary schools. A special study of Freshman standings was made possible last spring through federal aid for research. Additional federal aid has been received for this year, and a part-time worker has been secured to work throughout this academic year, continuing the study started last spring. The teacher load study which was started two years ago continues and will probably be completed by next fall. The Committee on the secondary school library continues its work in an effort to formulate standards of library practice for accredited schools. The Commission continues to co-operate in the nation-wide study of secondary school standards. This work will be reported as a part of the regular program of the Association.

I should like to call attention to the fact that the Commission is rendering an increasing amount of service to those interested in secondary education by providing answers to inquiries and co-

operating with other agencies on special problems. A few examples of such activities are as follows: A report on the classification of secondary schools of the Middle States was submitted to the Southern Association in connection with a comparative study of classification which they have made recently. Information concerning the accrediting of Catholic secondary schools has been submitted to a committee in Washington concerned with this problem. A check-up of the teaching of the Polish language in the secondary schools of the United States was made in response to a request for information from one of the New Jersey superintendents of schools. Copies of the confidential college record which we have for each school is sent to the school on request. All of this service requires considerable time on the part of the office. The fact that the demand is constantly increasing indicates a need for such service.

It is with much regret that we announce the loss of three valuable members of the Commission through circumstances over which we have no control. Dr. Wetzel, our President, completes a long and distinguished career and retires from active service unless we can find some means of keeping him at work. Dr. Gummere leaves us to assume responsibility for the administration of school and college relations at Harvard University. Dean Heermance, because of unavoidable conflict in duties finds it necessary to retire from the Commission. I take this opportunity to express for the remaining members of the Commission our keen regret at losing their valuable services.

## TABLE II

## NEW SCHOOLS ACCREDITED NOVEMBER, 1934

Tacoma Academy, Washington, D. C.  
Baltimore Southern Junior-Senior High School, Baltimore, Maryland.  
Baltimore Western High School, Baltimore, Maryland.  
Bordentown High School, Bordentown, New Jersey.  
Manasquan High School, Manasquan, New Jersey.  
New Jersey College High School, Upper Montclair, New Jersey.  
Pemberton High School, Pemberton, New Jersey.  
Saint Benedict's Preparatory School, Newark, New Jersey.  
Saint John Baptist High School, Mendham, New Jersey.  
Stevens Hoboken Academy, Hoboken, New Jersey.  
Teaneck High School, Teaneck, New Jersey.  
Weequahic High School, Newark, New Jersey.  
Dobbs Ferry High School, Dobbs Ferry, New York.  
Garden Country Day School, Flushing, New York.  
Hempstead High School, Hempstead, New York.  
Oneonta High School, Oneonta, New York.  
Pleasantville High School, Pleasantville, New York.  
Rye High School, Rye, New York.  
Scoville School for Girls, (1008 Fifth Avenue), Manhattan, New York City, N. Y.  
Sewanhaka High School, Floral Park, New York.  
Spence School, 22 East 91st Street, Manhattan, New York City, N. Y.  
Townsend Harris High School, Lexington Avenue and 23rd Street, Manhattan, New York City, N. Y.  
Trinity School, 130 West 91st Street, Manhattan, New York City, N. Y.  
Utica Country Day School, New Hartford, New York.  
Abington Friends School, Jenkintown, Pennsylvania.  
Downington Junior-Senior High School, Downington, Pennsylvania.  
East Stroudsburg Senior High School, East Stroudsburg, Pennsylvania.

Harcum School, Bryn Mawr, Pennsylvania.

Manheim Township High School, Neffsville, Pennsylvania.

Milton S. Hershey Junior-Senior High School, Hershey, Pennsylvania.

Slippery Rock High School, Slippery Rock, Pennsylvania.

Souderton High School, Souderton, Pennsylvania.

Ulverston School, Swarthmore, Pennsylvania.

Wellsboro High School, Wellsboro, Pennsylvania.

Wright's School, Bryn Mawr, Pennsylvania.

Respectfully submitted,

E. D. GRIZZELL,

*Chairman.*

## DINNER ADDRESS

THE FUNCTION OF THE HIGHER EDUCATION IN  
DEVELOPING WHOLESOME POLITICAL  
LEADERSHIP, *or*HOW TO GET MORE GOOD POLITICIANS AND WHAT EDUCATION  
CAN DO ABOUT IT.

FREDERICK M. DAVENPORT,

Publicist and Former Member of Congress.

Mr. Davenport said in part:

It is a safe venture to affirm that the number of persons in the country, who would regard as important a discussion of the function of the politician, is not large. \* \* \* As a matter of fact, the politician is the person who actually brings things to pass within the fabric of government. \* \* \* The able and useful type of politician is the man who persuades people to behave like rational human beings when they are in danger of milling around like muddle-headed cattle, something that now and then happens in the best-regulated democracies. He understands the management of the gregarious instinct in mankind. He has a peculiar sensitivity to the mental, and particularly to the emotional processes of the popular mind. He knows how to mellow and mollify, if anybody can, the pressure groups, such as the newspapers, the financiers, the labor leaders, the veterans, the farmers. His is the task in a modern democracy of moulding these disparate and often hostile interests into something like mutual understanding. It is his business to refine and combine the two kinds of energies which are ever fighting for the mastery in a democracy—the ignorance, the folly, the envy, the passion, the prejudice and the self-interest on the one hand, and the virtue, the kindliness and the idealism of the masses of the people on the other.

The mind of the able politician is a social laboratory. There he tests social experiments by his intuitive reactions. There are no laboratories for the social sciences in the sense that there are for the natural sciences. There is past experience, but that is no demonstration of future experience, because too many social vari-

ables are constantly appearing. The changes going on all the time within the consciousness of a mighty, turbulent democracy such as we now have in America, the shifting of effective motives, the transitoriness of sentiment, the social forces on the march which are dimly forming and cannot be resisted, these the true type of politician detects and respects, even when he seeks to alter their course or clarify their objective, or perhaps attempts to thwart them altogether.

It is in this field that the politician completely overtops the academic thinker upon public affairs. It is his awareness of new premises and of invincible psychological realities which leads him sharply to check up on the policies of the university expert, the advisory counselor or the member of a brain trust.

So far as it is necessary for us to go on employing the method of trial and error in the social process, and that is still likely to be for a good while, the politician will continue to be a useful individual. He will even change his mind, and that is painful business, as every academic person knows. In a changing world there is much to be said for such a practical mental trait. So far as we can bring ourselves to provide in advance against our catastrophes and miseries, we shall find the predictive capacity of the true politician to be of inestimable advantage in determining what method of defense and adjustment will work, and what will not. In helping to bring the right thing to pass, there is nobody who can gauge so well the probable political behavior of masses of men.

The government of the state and nation has become a vast, technical tangle of activities, necessarily administered by bureaucratic competence or incompetence, as the case may be. But the contact of bureaucracy with the desires and ambitions, the hopes and the needs of the average man, no one supplies but the politician. \* \* \* The Congress of the United States has given evidence of futility in the presence of pressure groups and crises, but the way out in the long run in America, let us hope, is not through dictatorships within or without the Constitution. Pouring difficult and dangerous problems into the lap of the President in the hope that the zeal and toil of his advisory experts will prevent his being overwhelmed, is not an inspiring sight. It is not the

way of hope or courage or intelligence in the long run. The way out is through more and better politically and socially minded leaders in Congress, recruited especially from the young men and women to whom the country has given the higher training at great cost, looking appealingly to them to support this country with their intelligence and character in the hour of her need. Instead of contemptuously sniffing at politicians and denouncing those who occupy positions of authority and power, we should look to them to give a fair portion of their energy, their time and their integrity to the development of political talent and genius in the rough and tumble reality of citizenship. The American people, their editors and teachers, their humorists and critics, ought to teach the young men and women of the present generation that, next to enlisting in war in a great emergency, there is nothing more difficult nor more important than enlisting and fighting in the public service.

America never stood in greater need of exponents of social wisdom. Such persons, I suppose, are university experts and others. Also the country never stood in greater need of leaders with practical judgment and skill to put wisdom into action. Such persons in a democracy are and always will be politicians. And it is no easy job. In modern governments we have entered upon the path of attempting the deliberate direction of human affairs by conscious intelligence. There is no other way; certainly not for America, in spite of the contention of Burke and Disraeli that the reason of men is inadequate for any great political or social achievement. The study of recent social trends indicates clearly enough that the only hope is in a new leadership of social wisdom. \* \* \* The capitalist economic system is collapsing under pressure and problems of great variety and complexity are upon us—the poverty of the marginal farmer; the insecurity of wage earners; the perplexity of consumers; the plight of the railways; the speculative instability of the banking system; the failure of the flow of credit and purchasing power to synchronize with the flow of production; the weakness and dishonesty of the corporate structure; the chaos of international relations, communication among peoples proceeding more speedily than the reorganization of goodwill; great strain and tension resulting from changes in phases of national and world economy at different rates of speed. Fur-

thermore, there is no likelihood that the issues will grow less complicated with time. There is no evidence that the problems can be solved or even analyzed without technical knowledge of the highest order.

Government is called upon to ease the tension, to lessen the strain, to mend the broken circuits, to stimulate social invention so that it may keep pace with mechanical invention. Private initiative and intelligence have failed. The quality of instruments of government is imperfect. Above all there still remains in the American population a dangerous amount of heterogeneity, unintelligence, inertia, indifference. Inventive social ideas are not enough. They are valueless except when combined with knowledge of the principles and practice of political navigation. None can pilot the Ship of State in such mounting seas except those possessed of the highest type of political talent and genius. But the attitude of public opinion is hostile to the normal functioning of such individuals, highly unfavorable to the breeding or training of the kind of leaders we need most. The traditional ill-repute of the politician is so firmly fixed in the popular mind that it is difficult to secure the enlistment of the most intelligent and the ablest.

Day-by-day government at Washington would be paralyzed without the expert. There are ten thousand civil-service positions scattered throughout the departments of the Federal Government which are nearly all filled by college and university men and women —medical experts, legal experts, engineering experts, chemists, physicists, biologists, economists. Of course the range and quality of the civil service of the United States is not yet what it should be, does not approach that of England, for example, and it is a great pity just now with an enormous new program in process of creation. After the British political revolution of 1924, when the Labor party came into power, I am informed that the shift in personnel in the British Government was almost negligible.

The American people have been startled at the ineffectiveness of their Congress in recent emergencies. The houses of Congress themselves have recognized their own helplessness and have delivered their authority to the executive to exercise for

them. There are, at least, two outstanding causes of the present weakness of congressional government in Washington. The first, of course, is the presence of widely heterogeneous elements in the population itself, as well as diverse sectional backgrounds and interests. Representatives in Congress are dependent for their political lives upon the diverse and heterogeneous temperaments and sentiments of their own districts. Out of such extreme divergence of viewpoint upon many questions, it is hard to get a national program even in time of dangerous stress and strain.

The other cause of the present weakness of Congress, as we know, is the influence of pressure groups which are no longer secret lobbies of the old order, but open organizations of men and women out to punish any Representative who opposes the particular special interest of their own enthusiasm and desire. The number of these open associations, which are bent on ending the career of members of Congress whom they cannot control on some one issue, is large and increasing. The most independent and farsighted Representatives from the standpoint of the nation are most exposed to the ravages of these pressure groups.

I do not believe that the effective corrective of this growing menace to American nationality and liberty is to be found in the movement, which is now going on apace, to organize pressure groups on the other side of these issues to do battle with their adversaries for the voting bodies and souls of their elected Representatives. The transfer of the field of political conflict to this extra-legal area of voluntary associations pitted against each other, will not, it seems to me, help the Government or the country, but will make confusion worse confounded.

We must come back to the business of strengthening and improving the genus politician. He is the man who knows how in a democracy. Only there must be more of him, possessed of higher intellectual and moral quality than at present. He can make democracy work and nobody else can. In order to widen the field of selection of the politician, there must be many thousands of recruits from the younger citizenship who, as a part of their regular and ordinary lives, begin the practice of politics at the grass roots.

Many persons have learned to be politicians by seeking office. That is a good method of finding out whether a man or woman

has political intuition; but it is economically a hazardous way unless the individual can afford it. Politicians are of little use to the country unless they are willing occasionally to lose elections for their own convictions. But there must be at least a willingness to set aside a reasonable portion of one's time to learn to practice the political process, to gain, as F. S. Oliver says:

"an understanding sympathy with one's fellow creatures, to mix and fight and fraternize with all sorts and conditions of men, to have the good fortune to meet people face to face whose opinions you abhor, and be buffeted by them, and give as good as you get, and know how to take it."

It is in this rough and tumble that politicians are made. When they are made and have the right quality, they can do swiftly for the country more than the clash of pressure groups can ever accomplish. They can establish personal loyalties which will mellow and melt even racial heterogeneity into national unity. For what is politics but courage and common sense, and the capacity to understand people, to harmonize and compromise, and yet have strength of character enough to stick to what you believe is right for the community and the country?

You may win very little appreciation and you are sure to win almost no gratitude, but there is nothing comparable with it as a field of potent endeavor for one's country and mankind. The chief reason, next to softness of fiber, that far larger numbers of the young men and women of the country do not employ their energies in this field, and that the best brains of the country are not enlisted in its political defense, is the almost universal and shameless denunciation of public servants in America, which has made it impossible for the right tradition to grow.

Saturday, December 1, 1934

A REPORT OF EXPERIMENTAL PROGRAMS

1. THE PENNSYLVANIA STUDY IN CHELTENHAM  
HIGH SCHOOL

I. R. KRAYBILL,

Principal, Cheltenham Township High School.

This is a brief report from the standpoint of an administrator in a school that has tried some experimental procedures under the Pennsylvania Study. It most decidedly is not a statistical report of achievement nor is it a report involving comparisons of work done in other schools or in college. Any statistical comparisons will have to be made by those specially qualified to prepare them but not by the people actually involved in the procedure. On the other hand, the purpose of the experiment was limited. There was no thought of bearing the whole burden of changing the social order although the temper of the group of teachers was liberal rather than conservative. The school itself is a senior high school in a suburban township adjacent to Philadelphia. The total senior high school population is about seven hundred and of this number less than fifty per cent are enrolled in academic courses of study. The rest are enrolled in commercial courses, home economics courses, art or music courses and in industrial education courses. In other words, the school of today is a pretty fair cross-section of American life, probably slightly weighted toward the upper middle classes.

Our school entered the Pennsylvania Study at its beginning in 1928. Junior high schools had been established in our district two years before this. In planning them every care had been taken to see that, so far as possible, school practice should conform to the most enlightened junior high school philosophy. Exploratory and tryout courses were provided and a well-thought out program of guidance was planned. Definite efforts were made to individualize instruction. Outside as well as within the formal classroom many activities were provided to meet the normal interests of early

adolescent youth. In the junior high school we seemed on the road to a utilization of the best thought in this field. The senior high school presented another picture. A good deal had been done for those students whose formal education would stop at the end of the high school. Home economics courses had been worked out and industrial education courses for boys put us on the road of genuine helpfulness to many of the newer types of students who were coming into our school. We were definitely accepting as our responsibility all the boys and girls of our district. We no longer believed that this responsibility had ended if they had left the school because it could not provide for their needs. Little had been done, however, to change the high school for the traditional type of high school student, the one who was using the school as a preparation for college or other higher institution.

The pressure of changing social conditions was requiring adjustments in curricular content and in methods of procedure. This was expressed, to mention only one example, in changes in state courses of study. On the other hand many of the more conservative colleges were unwilling to make any substantial allowances for such changes. The college entrance examinations required a special type of preparation which with us could scarcely be justified in view of the small proportion of students who needed such help. The influence of these examinations and of the traditional subject matter colored the work of the whole school. In addition to this, we questioned the efficiency of these materials and examinations in achieving the very purpose for which they were established—the training of youth and the selection of the best fitted for further study in colleges.

In this critical frame of mind we were in a mood to attempt somewhat different procedures and emphases. A striking evidence of the changing educational scene will doubtless appear in your mental comment that what we planned and what we achieved will now seem to be very conservative.

In order to demonstrate that some liberties might be taken with traditional methods a group of thirty students was selected from the ninth grade of the junior high schools in the fall of 1931. These students were chosen on the basis of the evidence shown in the cumulative records of native ability, achievement and per-

sonal traits which seemed desirable in boys and girls who wished to continue formal education beyond the secondary school. One of the weaknesses of public high schools seemed to us to be the disjointed and unrelated scholastic guidance of students who had a new teacher each year or possibly each semester in each field of study. It was decided, therefore, that a teacher in each field would remain with the group for the entire three years of the senior high school. It will be seen that this arrangement allowed for more freedom on the part of the teacher in arranging subject matter. In each major field the teacher could survey the field as a whole instead of in specific units of a year each. In many ways this would make for economy of time and for a more thorough knowledge of the student as an individual.

Partly because of the preference of the students and partly because of our own desire to meet the established requirements of the colleges which they wished to attend most of the emphasis on social studies and science was secured by cutting time allotments for foreign languages rather than by eliminating one or both foreign languages. A wholly desirable spirit of co-operation on the part of the colleges is rapidly making the latter course more possible. In our later groups more latitude is being afforded. We tried to be not too much concerned with the amount of material which was presented. We could not be persuaded that three years of study of French, for instance, should be precisely the same in every school to have any value. We certainly were not convinced that one need master exactly two or three or four units of French or Latin or any other subject to be educationally saved.

The subjects selected for three years were these:

English .....	4 periods per week
Social Studies .....	4 periods per week
Mathematics .....	4 or 3 periods per week
Science .....	3 or 4 periods per week
French .....	4 periods per week
Latin .....	4 periods per week

Individual adjustments were made in foreign language—some of the students studied only one—but the majority of students followed this list. As time went on certain interests or lack of

interests became quite apparent. Within the limits of schedules and future individual programs arrangements were made to take care of some of these. In several cases colleges were more than generous in adapting freshman courses to the abilities which we had found or to the weaknesses as well. Adaptation, content and methods of procedure in the various fields of study differed with the nature of the subjects themselves and their traditional position in the school curriculum as well as with the personality and vision of teachers in these various subjects.

Possibly the greatest amount of change was made in English and social studies. In English the first semester was devoted to the drama, the second semester to the Victorian novel, the third semester to a survey of American Literature, the fourth semester to a survey of world literature using John Macy's "History of World Literature" as a guiding outline and the fifth and sixth semesters to a more scholarly and thorough study of the types of English Literature. In addition to this, of course, emphasis was placed upon expression both in writing and orally. Every encouragement was given to the students to read widely and as a group the students did read a great deal.

In the social studies field two years were spent in a survey of the development of civilization with emphasis upon the Western World in modern times. American History found its place in this course as a part of world history. An effort was made, by showing the common ancestry of the people of all the Western world in religions and culture, to develop an international mindedness founded upon similarity of background. This was not done at the expense of appreciation of national ideals but rather by a realization of the interdependence of nations and the real need for the contributions of each of the nations. The twelfth year was devoted to a study of present-day problems, political, economic and social. As a matter of fact, this was localized considerably and as part of the work, at least, committees were formed to study problems that grew out of the local community itself.

In Latin an effort was made to have each child increase in the capacity to read and comprehend the language. Attention was given to the social backgrounds of Latin Literature and an effort

was made to have students read rather widely. Many interesting devices were used to make the work interesting and purposeful but these are found in all good secondary schools today.

In French a modified direct method was used again with the purpose in mind of having the students learn to read French in an understanding way. We feel that a good deal of success was gained in this matter. For instance, one student interested in science primarily, objected somewhat to making a formal report on a French textbook in chemistry but found a good deal of interest in noting the difference in terminology in French and in English textbooks.

In science the center of attention was biology during the first year, physics during the second year and chemistry during the third year. It was felt that the high school student who might or might not study science in college should have a clear view of the nature of the material in these three fields. In any one of these fields not as much material would be covered, to be sure, as if only one or two were studied but it was felt that in developing an appreciation and understanding of scientific methods perhaps just as good results or we hope, better results might be obtained.

The course in mathematics was not greatly modified except that in place of being compressed into two years it was spread over three years in such a way that algebra and plane geometry were somewhat better related than is probably usually the case. We are still looking for a course in mathematics that shall be genuinely functional instead of being largely manipulative.

In each of the fields which I have mentioned it should be kept in mind, as I have said before, that one teacher continued with the group throughout the period of three years. This had the tendency to unify the material in the minds of the students.

Some efforts were made for a correlation of materials between the various subject fields but not so much as we had hoped might be possible.

At the beginning of the work with this group the teachers unanimously decided that no detailed grades should be given but that the teacher's evaluation of the work should be indicated only by marking an "S" for satisfactory work and a "U" for unsatis-

factory work. The teachers felt that they should like to make an effort to see how much students depend upon marks as a stimulus. Of course, more detailed and more finely discriminating evaluations would come from the use of a standardized test of which I shall speak in a moment. The results of this method have been modified in subsequent procedure by the addition of a letter to indicate work of an honor grade. Apart from that, we are still using this method with similar groups. With possibly a few exceptions I think we would not willingly return to as much dependence as was formerly placed upon grades as a means of pupil incentive to study. We are not entirely clear that all students do not need some incentive by way of marks. On the other hand, we still feel that whatever incentive marks may have, we should like to substitute other more desirable forms.

The Carnegie Foundation generously made possible a very wide use of the facilities of the Educational Records Bureau and the Co-operative Test Service. These tests were given in each field at least once a year and frequently twice a year. The tests given in May or June were several times repeated in October of the same year, the children knowing that this would be done. We wished to find whether the opportunity to measure growth in personal achievement would be sufficiently strong to produce any results. Our experience showed that it did. Many of the students continued during vacation on their own initiative largely, the work in various fields in which they were especially interested. In some areas rather marked progress was shown. In addition, however, to achievement tests a number of aptitude and ability tests were administered. On the Cumulative Record Card each year a summary of teacher judgments was recorded and individual reports from teachers on the development of personality and scholarship were frequently recorded and used. In recording the great amount of material which we were learning about these children the American Council Cumulative Record was used. I shall take no time to describe this record because it is doubtless familiar in form to all of you. These records were very carefully copied and were submitted to the colleges to which students wished to go together with a statement from the Principal. Curiously enough, practically every college requested, in addition to this very detailed record of capacity, achievement, and purpose, that the regu-

lar college entrance blank be filled out. I suppose that they wished this for comparative purposes; possibly also because unless one uses these cumulative records they are not entirely easily understood. One of the things which we learned in evaluation of students' work is the great dependence which all of us place upon comparison in dealing with social factors. For instance, it is not entirely clear in our minds as yet just what the various achievement levels in these standardized tests mean as prediction for college success. What does a public school norm mean for instance? What does a private school norm mean? Does the group being examined from year to year change so much as to make comparisons difficult? The group taking College Entrance Examinations under the College Entrance Examination Board is, after all, a relatively homogeneous and stable group but even there differences in achievement seem to be shown from year to year. I am convinced that we are going to use good standardized tests as one of the most important evidences for college admission but we probably have a good deal to learn, not that they do mean something but just what it is that they do mean. Therefore, it is with a great deal of interest that we shall watch the work in college of twenty-two of these boys and girls who were admitted to college largely on the basis of their records in standardized tests. It is going to take some years to learn how to use these tools in a really discriminating way.

Lest I leave the impression with you that we were concerned only with what may seem to you to be, after all, a rather rigid background of conservative subject matter, may I say that our high school offers a wealth of opportunity outside of the regular classroom for the encouragement of various interests and that the boys and girls in these groups were frequently leaders in those various activities. For instance, the president of the student council elected freely by the students with no coercion whatever from the faculty, was a member of this group. In the home rooms and in the clubs they enter quite actively and with very little feeling of separation on the part either of members of this group or those outside of the group.

It goes without saying that when new plans are proposed and methods differ from those which have been in vogue for some-

time there must be a great deal of willing co-operation. This co-operation we had from the parents and the students but above all from the teachers who were vitally interested in this work. They were patient and willing to go to considerable lengths in spending time and effort for the success of the aims which we were striving to attain.

How can we evaluate what we have been attempting to do? We cannot, of course, do this in any final way. From the standpoint of tests and statistics this will be done by the Carnegie Foundation much more objectively than any evaluation which I shall now propose. I have no thought of entering this particular field. As a matter of fact, the real results of what we have been trying to do can be known only after years of living on the part of the young people with whom we have worked. If they adapt themselves well in the college atmosphere, if they are not too docile but have independence enough to challenge the gods of things as they are in the college as they did with us, if they go out into the world after they leave college helped by what has been done, then we shall have been successful. Of course, we cannot know this now but there are some short range judgments which we may pass. In the first place, most of the young people worked well with less outside compulsion than is normally the case. In the second place, we think that most of them worked more purposefully in the development of their own personality than other students. Practically all of the twenty-two students who entered college had quite definitely in mind a real purpose in going to the college of their choice. Best of all, perhaps, most of them seemed to find an interest in the day by day work. There seemed to be a zest that was not always apparent in the regular work.

What are some of the problems which are unsolved? First, as yet we have done less than we should do in the way of formal integration of subject matter. Second, we have not yet brought into the curriculum for this group as much of fine art and music as we should like to. Third, we are still not too sure of what our evaluations may mean. Fourth, we feel that we still have much to do in the way of educating our parents to our plans and purposes. Fifth, we sometimes had a feeling of crowding which we can now eliminate because of the more liberal attitude of colleges

which has grown appreciably during the few years in which we have been working. Finally, lest this negative list become too long, may I say that we need most in the hearts and minds of the principal and faculty a deeper understanding and a broader vision of the problem and of its solution.

#### DISCUSSION.

In reply to questions, Mr. Kraybill brought out the following points:

1. That most of the students carry six subjects, three or four periods a week, but that the future tendency would probably be toward fewer subjects.
2. That the policy of having a teacher carry a group of students through succeeding years has the advantage of affording opportunity to work out more satisfactorily the problems of the individual student upon the basis of a better knowledge of the student, and that it has seemed to be a good thing for the teachers.
3. That one serious difficulty in integration lies in the use of tests in narrow subject fields, most of which are conservative. Broader methods of evaluation are needed.

#### 2. WHAT ONE SCHOOL IS DOING

ELIZABETH FORREST JOHNSON, *Head of the Baldwin School*

There are a great many things about our plan that I should like to tell about, that I am very resolutely going to omit because of limitation of time; I am choosing to speak only of the heart and the center and the philosophy of our particular curriculum.

In availing ourselves of the opportunity to join the group of schools engaged in this study, we of the Baldwin School naturally desired to put into more definite and far reaching effect certain educational principles and convictions which were already guiding us, certain principles which I think are common to all of the thirty schools in the experiment. These we share. I have in mind the conviction that the period of secondary education is of particular importance, because it is during these years that there

are formed the habits of work, the leisure interests and the social attitudes that will probably characterize students during their entire life. I have in mind the conviction that the function of education is to release powers latent in the student, rather than to inculcate or to instruct. I have in mind the conviction that the fundamental aims of education are social and not individual. I have in mind the importance of making sure that just so far as possible, a student's experience at any given time shall be both vital to him today and of significance to him in the future. And most of all, I have in mind the conviction that the content of secondary education should be challenged and rechallenged and then challenged again. These convictions are, I think, common assuredly to all schools in the study, common, probably, to all good schools.

Specifically, our school has certain characteristics which have determined in large measure the special form of our curriculum plan. For almost all of our students, graduation from our school will be followed by definite further training. The type of this training varies widely. It extends from membership in the traditional liberal arts colleges, to which perhaps three-fourths to four-fifths of our graduates go, to immediate participation in specific professional training. Every particle of our work must therefore be planned with an ample forward look. There is a story told of Bertrand Russell, that at one stage of his boyhood, when first exposed to the imaginative side of higher mathematics, he came out of his classroom saying, "This is lovely stuff,"—and his teachers knew that he was really a mathematician. Now, we conceive that it is particularly our business to endeavor all along the line to release that type of feeling on the part of the student.

We are in agreement with President Conant that we must not so truncate our students' experience in any of the great fields of learning that in later years adults must turn back to attack and master fundamental skills too casually omitted from adolescent experience. More positively, we feel it important that every student should have enough experience with foreign language, natural science, social studies, the arts and mathematics, for her to ascertain what is, for her, "lovely stuff." We believe that the freedom of self-direction has meaning only when it is exercised

in terms of actual, honest experience. Two things, you see, we can count upon. One is the forward look to more training on the part of our students. The other is a genuine discussion among the students themselves as to what form that training can take. And the value of that discussion that the students are themselves doing is, I think, of the very greatest value in the spirit of our plan. That even before the new curriculum came into being, wide choices were being used by our students is indicated by the fact that today graduates of our school are in more than thirty different colleges.

Also, before our new curriculum came into effect, we were endeavoring to the best of our ability, hampered and limited sometimes by the specific requirements made by certain of the colleges, to have the students in the later years consider the content of their own work in terms of their own future expectations.

It was for years my custom to say to our older students, "Will you not plan your work for the next year or two, in terms of your own desires, your own expectations, your own aims, forgetting that you ever heard of such a thing as a specific college entrance requirement, forgetting that you ever heard of such a thing as an expectation in the school curriculum? Make your plan seriously, not whimsically. Having made out that plan, bring it to me and let us go over it together." I used to find that those plans brought to me were usually excellent plans.

We had also, before our new curriculum came into being, resolutely maintained that there was no such thing as the division between curricular and extra-curricular activities. We had tried to make sure that every student should have experiences in which she felt the thrill of success, and again and again we had been able to help a girl see how success, for example in dramatics, could help her to succeed in the classroom.

We had already set up a plan of living among our boarding students in which personal freedom was very much enlarged from year to year until it became true that the additional freedom that the college freshman has compared with the senior in school, is no more than the freedom that our school senior has compared with the younger girls. And we have set up real responsibility for the students in the use of that freedom.

All of these convictions having constituted our educational philosophy, we have under the new curriculum naturally continued to hold them, being now able to carry them further. To extend and develop self-direction and genuine choice without doing our students the sorry trick of letting them become the victims of their ignorance and inexperience, this we regarded as our challenge.

Like most schools, we regard the work in the years in the middle school grades, seven, eight and nine, as exploratory years. In these, the children have very little choice as to what they will study, but a constantly developing choice as to how they will go at their work. The content is the customary mathematics, English, Latin, French, history, science, and the arts. In Class Nine, increasingly through the years, stress is laid on the choices and the self-direction which, beginning in this division of the school, will continue increasingly through the upper school. Experiences as wide and as significant as possible are planned here, the resources of Philadelphia being used for the purpose. At the end of Class Nine, the students are assured that for the rest of their school course, they will be permitted and expected to study the subject and subjects in which they are the most interested. This does *not* mean that they are assured that they will not study any subject in which they do not at the moment feel an interest.

So far as our entering classes, ten, eleven, or twelve, they are ready to say what subject or subjects constitute this center of interest, they are assured that their schedules will include these subjects; it will also include others designed to supplement and to reinforce the central subject. For example (and I cite only one example), a student in Class Eleven who regards history as her center of interest, must study in addition to history, one foreign language and, of course, English. She has a fairly wide choice as to the rest of her course.

We believe that this plan gives to each student's course a personal validity, because it recognizes that her interests mean something to adults as well as herself. Such a plan avoids the unbalanced course that would result if students were permitted merely to choose freely and without restriction the entire content

of their course; our stress is constantly on the subjects that the students do wish to study, not on the aspects of the work that they do not wish to study. The limitations required by our curriculum are such that all students will have a well-rounded experience, and we give especial attention to the effort to make sure that in the later development of new interests at college they will not be hampered by the omission of basic skills. To this end, every student studies English during the three years of the upper school. Every student does a certain amount of mathematics, of foreign language, of history, of laboratory science, the amount and the nature of the work taken being dependent upon the student's center of interest. Students whose center of interest is in the arts give to that field exactly the same importance that other students give to science or history or the languages.

After having selected a certain center of interest for a given year, students are not only permitted, but encouraged, to change the center of interest on beginning the next year, if their further experiences lead them to wish to do so. We are not planning at the secondary level for the beginning of specialization. We are planning that each year the students should feel that their interests are significant and that we adults regard them with real respect. We believe that our respect for their interests generates in them a generous and outgoing respect and admiration for one another's interests, and perhaps ultimately for adults' interests, too. We are thus far from the thesis held by some educators that it is not until perhaps half way through college that students are soundly ready to exercise responsible choice of their own differing centers of interest. We provide for students who are not ready to choose a center of interest (and there are a good many in this category), a balanced course which will continue their experiences along the various lines and make it possible for them to be ready to select their center of interest at a later time.

We expect to be very much interested, as time goes on, in noting whether in general our students maintain a center of interest or shift it; we hold no brief whatever in favor either of maintaining or of shifting.

Such a flexible plan as this is very difficult to administer, and I suppose sometimes all of us wonder whether a plan in which

one subject such as the field of social studies is made for everyone the core of the curriculum (and there is a very interesting group of schools in our group following that plan), whether such a plan would not have a great deal to be said in its favor. To us, however, the value to the individual student found in considering and developing her own work around her own center of interest, in the social studies or in the sciences or in languages or in the arts, seems so important as to outweigh the many difficulties of administration.

Our plan, of course, means that we are more departmentalized than many schools in the plan, but through co-operation we are able to a considerable extent to co-ordinate the activities of each student. One of our most important ways of achieving this co-ordination is through what we call, colloquially, the "topic plan."

In the last three years of school, we set aside in each week an amount of time, from three to four or five hours, in which a student carries on a succession of individual investigations or special topics. These topics are done under the direction of a faculty advisor, the advisor directing not more than four or five students. The aim of this work is to help the student to develop the power of carrying on an independent work of a type suited to her development. The topic may deal with a subject connected with her school academic work, or with one that is entirely different. When, as is usual, it culminates in a piece of written work, this written work becomes part of the cumulative record showing the student's development. When it is in such a field, for example, music, that a written report is not the natural culmination, a record is kept indicating the nature and success of the topic. The intention here, too, is definitely to give the students the experience of the responsible freedom in their intellectual life.

Perhaps a few examples may show how this part of our plan works. The illustrations are of course all from Class Ten. Our French course was concerned with the culture of the seventeenth century. One girl worked out an assembly program in connection with that course. The center of that course was a double topic that she wrote on the lives of three French scientists, Pascal, Descartes and Abraham de Moivre. She wrote this topic in French, and then she wrote it in English on the same subject, but

neither paper was a translation of the other. The assembly included one girl's explaining Pascal's curve of probabilities and his triangle of co-efficients of the binomial theorem. That was a girl that was especially interested in mathematics. Another girl, of the same class, performed for the school certain scientific experiments first performed by Descartes. The rest of the program consisted of the French music, the French play, and the various more usual items. The girl who performed the Descartes experiments, is a girl who has one of the worst language blocks that I have ever known, and one of the strongest drives in the direction of science. This year, studying no foreign language formally, working ahead on a special piece of work in connection now with the study of radium, she found that the most satisfactory piece of work on the subject was the work of a Frenchman, and, a little grimly, but on the whole with real interest, she read that French book.

Another girl worked on architecture, Greek, Roman, early Christian. She made drawings as well as studied the records. She does expect to be an architect, she has also a strong scientific bent. This work done, under her own self-starting, will be preliminary to her work as an architect if she becomes an architect, and is in any case a definite expression of herself.

Another, an extraordinarily able girl, made a study of Wagner, the motifs of the Ring operas and of Tristan. Here, too, the scale of her study was generous. She really knows those operas as no other girl going through our school ever has known them or ever has had the possibility of learning them during school years.

Another, starting with a desire to reproduce certain stained glass windows which she loved, went on to the study of the architecture of the cathedral.

I hope that I am making clear the spirit in which these things are done. It is not the thing accomplished, but the doing of it that is significant.

We are this year giving special attention to the problem of evaluation. We are feeling tremendously the importance of sound evaluation, and we are trying to work out a practicable technique

of noting and recording evidences of changes in our students in respect to our definite objectives, noting these changes, one way or the other, as they pass through the school. In this, we are feeling ourselves already under a tremendous debt to Professor Tyler, of Ohio State University, for the guidance he is giving us. We are at the moment defining the objectives of our course somewhat as follows: Clarity of thinking, clarity of expression, an attitude of mind, especially along social lines, that is open-minded and tolerant. I am far from meaning the sort of indifferentism sometimes called tolerance—an ability to use in different situations the intellectual powers developed through the specific ratiocination of such subjects as geometry, the ability to organize material from widely scattered sources and to bring it to bear on a given point, the growth of taste in the aesthetic fields—and most important of all, the development of a vivid consciousness of one's own interests and the power serenely and happily to direct one's own life.

#### DISCUSSION

Father Azarias (Boys' High School, Pittsburgh), pointed out that Miss Johnson had described an individualized process of education while insisting that the outcome was social. In his opinion, the social or cultural leadership of which Dr. Conant had spoken would have to be evolved from some other process.

Dr. Wetzel remarked that "a beehive is a social community, but getting the honey is an individual process."

Miss Johnson, referring again to standardized achievement tests, made clear that she believed them to be valuable only if the individual test is built on the same philosophy that actuated the giving of the course the results of which are to be tested. To test, for example, a Latin course conceived in one spirit by a Latin achievement test, however sound, that was conceived in a quite different spirit would prove nothing, whether the students did well or badly.

## SUMMARY

JOHN LESTER,  
Formerly of the Hill School.

I want to be very brief and to say just enough about the enterprise or the curriculum study of which Miss Johnson has spoken, to precipitate any questions that you wish to ask her or me.

That experimental study originated in the desire of certain school men to do what they could for secondary education in its own right. Those desires, or the origins of them, it isn't necessary to go into. The fact that for many years the elementary schools have developed methods based on new knowledge of the nature of children; and that children have benefited thereby suggested that parallel changes based upon greater knowledge of adolescents might lead to similar benefits for them. Then there was the accumulating evidence of individual differences, and the example of certain secondary schools, both with us and in almost every country of Europe, which by attacking secondary education from a new point of view, had already achieved beneficial results.

From such sources came the experimental study of the secondary school curriculum. It is an experiment. As such, it has an object; it must devise means of determining how far and to what degree that object has been attained in the year 1942, and like every experiment it must have its material, its apparatus. That apparatus is a number of schools and a number of colleges. The schools were selected for their leadership, their enlightened faculties, their equipment and their willingness to undertake an experiment—to see what they could do when prescriptions had been removed. The number of these schools is 30; they are of various kinds and they are located in widely separated localities.

On the other hand, the experiment rests upon a large number of colleges which have agreed, some of them with comparatively unimportant reservations, to consider graduates from these schools who will begin to present themselves as candidates in 1936, on the basis of the principal's recommendation, and on the basis of a

consecutive and cumulative record, meaningfully expressed, of what the child has been like in the secondary school. Those schools now number 30, and those co-operating colleges now number 284.

It should be emphasized that the directing committee has never imposed any prescriptions to take the place of those that have been removed. So that what happens is, as you are sufficiently aware from the two pictures composed this morning, that we have not one but thirty different experiments going on. That, I think, is as it should be. If we spread out these schools from left to right, so to speak, we shall have as wide a range as you will find in any cabinet or code-making body; indeed we have high authority for selecting schools of different educational philosophies, and of diverse traditions.

One thing should be said with regard to every one of the schools; that the obligation has been placed upon them to state specifically and definitely what they propose to do, what this school is for, and then, through their own faculties, or with the expert help of Dr. Tyler, and his assistant Dr. Burros, who have been visiting schools to aid them in devising means of evaluating that which they have stated to be their purpose. So that when someone comes into these schools in 1942 and says, "What evidence have you that you have done these things?" the evidence will be there, or some kind of evidence which is better than we at present are obtaining. It is too early to make any prediction or to make any certain evaluation of the outcomes of this experiment. As Miss Johnson has said, it has been going on fourteen months. However, certain results are already evident. The clearest result—I speak from the observation of perhaps sixteen or seventeen of these schools—the clearest result is the revitalization of faculties. As soon as the table is swept clear and you ask of a subject-matter teacher, "What are you doing this thing for, in terms of the objectives of your school?" you oblige him to think. The first and most evident and certain result of this experiment in the schools that have gone into it, has been the awakened and enlivened interest of teachers.

It was apparent last year by Christmas time in a good many schools, that this fierce interest was imposing too much of a burden

both on staffs and on pupils. There was a tendency both for teacher and student not to be overworked, but to overwork themselves. That might have been anticipated as one of the first results of this experiment—new activity of teacher and student. For the question posed is one which inevitably arouses adventurous thinking and active planning. It is useful to attempt to answer it at every stage of the educational process. If the table is swept clear, and if I think of the needs of the learner whether in school or in college, what am I to do and what is the program that will result?

Of course there are problems, problems that are definite and explicit, some of them new and incident to the working out of a new curriculum. We are attempting to solve those problems by group discussions of representatives of the schools in the different areas, to attack them by means of sub-committees, and to solve at least some of them as experimental study proceeds.

As a third result, I will mention the tendency of the influence of this enterprise or experimental study, to spread down and to spread up and to spread out. For instance, I can think of one high school which finds that what we are doing in the high school doesn't fit with what we have been doing in the junior high school. Children come into the senior high school, for instance, in English, with a considerable amount of skill, a considerable amount of correctness in the use of the mother tongue, but with no ideas upon which to use that skill. They come in with a great number of well learned little formulae about the authors they have read in American and English history, but with no desire to read what those authors wrote, and what is worse, with no desire to read further in good literature of any sort. Before the high school can induce the changes in student attitudes which seem desirable, a juster sense of values must extend downward.

The influence is spreading out. Into the central office of Mr. Aikin, of the John Burroughs School, in St. Louis, hundreds of letters come in from other schools to know what you are doing in these schools, in what is your new curriculum resulting? And, of course, those letters are hard to answer from the evidence we have at hand at the present time.

Then there is a tendency, we hope, for the influence of the experiment to spread up. The Archbishop of Canterbury relates

that when he was head of the Harrow School, he had a letter from a parent in regard to his son, who was one of the boys. The parent was concerned about the studies that the boy was taking. He said, "I wish this boy to drop sacred studies and to substitute conversational French, because I am convinced that for this boy, conversational French will be more useful than sacred studies, in the hereafter." We in the schools, and we of the directing committee have begun to feel a little nervous about the hereafter, because some of the boys and girls will be entering colleges, some of the 284 co-operating colleges, in 1936. We hope that the colleges will be alive to the fact that there is a great individual difference between the people that they are receiving, difference not only quantitative but qualitative, that they will adapt, as they constantly are more inclined to do, the ministrations of college to these varied individuals, and that they will study with an appreciation of what they may reveal the careful and cumulative records both of achievement and of behavior which these schools are keeping.

## PROGRESS OF A NATION-WIDE PROJECT TO IMPROVE PRACTICES IN SECONDARY EDUCATION

E. D. GRIZZELL,

University of Pennsylvania.

Chairman, Executive Committee, Co-operative Study of Secondary  
School Standards.

As I listened to these excellent reports on experimental programs in two of our secondary schools, it seemed to me to be unwise to tire the audience at the end of a fine program, with a partial statement of a program that we are planning for the next three or four years. As Dr. Lester summarized the statements that have been made here and told us of the varied activities of the thirty schools co-operating, it occurred to me that perhaps the value of all this lies in the fact that there are now on the accredited lists of secondary schools in the United States, nearly 5000 schools that may profit by the results of such experimentation. Here are thirty schools that are doing something in an experimental program that should be made of general value. I am not meaning to imply that the remaining 4,970 are not doing anything. I know some of them are but there should be a greater benefit to be derived for all our schools. The problem that confronts us in this country is how to find some way of acquainting all schools with what good schools are doing, and *that* in a nutshell is what the national study of standards proposes to do. We cannot provide adequate stimulation to schools on the basis of our present-day accrediting program.

Our present program of regional associations is based upon the principle of standardization, a thing we have needed in this country, of course, up to the present time. That standards in secondary education in America have been low, is generally recognized. We have developed our program of secondary education at a tremendous rate. We have nearly ten times as many secondary schools as we had in 1890. In other words, we have built, on the average, more than a school a day for the past thirty-five or forty years. The problem of maintaining standards has been a very

serious problem, and standardizing agencies have been needed. We have provided the country with schools to such an extent that we now have approximately 28,000 secondary schools in operation. It is now imperative that we do something, it seems to me, to stimulate and direct the experimentation that may result from the spread of such innovations as have been reported in this meeting.

The major function of the regional association for the next twenty-five or thirty years, if it is to render a real service, will be stimulation. I want to present briefly some problems that the Committee of Twenty-one proposes to attack. The Executive Committee is just now very much concerned with the outlining of the detailed program. Four questions were set up by the Executive Committee for which answers will be sought:

(1) What are the characteristics of a good secondary school?

(2) By what means and processes does a good school develop into a better school? We are not interested merely in identifying a good school, and doing nothing more about it, because we know that a good school this year may be just a fair school five years from now. At least if such experiments as have been described here this morning are effective, some of these schools are going to tower head and shoulders above their present status five years hence.

(3) What practicable means may be employed for evaluating the effectiveness of a school in terms of its objectives? There is not a regional association that has a standard dealing in any way with objectives. We have ignored the fact that after all, a school is what it aims to be, and so we hope to be able to measure a school's effectiveness in terms of what it is trying to be. That point of view has been emphasized here this morning in all of the statements that have been presented.

(4) How can the regional association stimulate secondary schools to continuous growth? This is largely a problem of procedures in the accrediting and stimulation of schools.

I should like to restate these four questions as follows: (1) How can we prepare a list of accredited secondary schools that will contain only good schools? (2) How can we stimulate continuous improvement in the schools chosen? I think these two

questions represent the problem before us. We have been doing something to answer these questions during the past year and a half and I shall give you a brief statement of what has been done up to the present time.

The Committee has been very much concerned with the survey of literature of the field, for the purpose of securing definite guidance in restating standards or guiding principles and setting up an experimental program by means of which one might determine better methods of accrediting, and determine also the effect that the new set of standards or guiding principles would have upon the schools. For convenience the general study has been outlined in three parts. The first is to summarize what we already know, relative to the important aspects of secondary education with which we have to deal. We do not want to do more research, we want to consolidate what we already have done in the way of research.

As the second stage, on the basis of the revised statements of principles or standards, we shall set up an experimental program in which about five hundred schools will be involved. These schools will be scattered all over the United States and will represent various types of schools with differing objectives. There will be schools of varying sizes and in different types of communities. We desire to learn how to measure schools that are different in essential characteristics. Two schools are represented on this platform, one of 300 and one of 3300 student-enrollment. The teaching load is measured at present by the same standard in these two schools. You will agree with me that it is impossible to use the same criterion of teacher load in measuring the efficiency of these two schools. We must find some way of doing this and the experimental program will be used largely for the purpose of trying out standards or principles and procedures which we set up for this purpose.

The third stage in the study will be concerned with the formulation of tentative conclusions and recommendations that have developed out of the study. Probably what we shall have will be a series of handbooks dealing with the different aspects of the findings and recommendations of the committee.

The Executive Committee met in Washington last June for two days and succeeded in agreeing upon the fields or areas in

which standards or guiding principles appear to be desirable. We outlined twelve areas which we thought, from the best judgment that we could bring to bear upon the question, should be covered in our survey of literature.

(1) *The Purpose of the School.* There is no doubt in anybody's mind that we should know what a school is trying to do if we wish to measure its efficiency.

(2) *The Educational Program.* We should know more than we ordinarily do about the educational program and the learning procedures carried on in the school.

(3) *The Staff.* The characteristics, qualifications and skill of the various staff members should be determined as accurately as possible.

(4) *Guidance and Personnel Service.* This important area has been neglected in our accrediting procedures.

(5) *Library—Facilities and Service.* Perhaps no element of the educational provision is receiving more attention at the present time in our accrediting programs and we know so little about it.

(6) *School Plant.* We are interested in our school plant in relation to the educational program.

(7) *General Finance.* The soundness of the system of financing.

(8) *Provisions for and Evidences of Institutional Growth.* We must learn to discover the evidences of growth as a basis for our efforts to stimulate schools to further growth.

(9) *Articulation.* We are concerned with the relation of the secondary school to the elementary school, to higher institutions, to the various parts of the secondary school itself, and further, to the community in which the school is located, or the various communities with which the school has contact.

(10) *Outside Relations.* The school as a social institution has responsibilities of great social significance.

(11) *General Administration of the School.* This is important as a basis for accrediting whether in a single school or in a large city system. The point was raised yesterday by one of our

superintendents relative to the relation of the Commission on Secondary Schools to the city superintendent's office. The general administrative procedures have an important bearing upon procedures in accrediting schools.

(12) *The Evaluation of Educational Results.*

I think if you are familiar at all with our standards, you will recognize that we have selected a number of areas in which there are no existing standards, or even suggestions of any kind relative to standard practice. Some of the neglected areas are the purposes of the school, guidance, general finance, provisions for institutional growth and outside relations. There is occasional reference to some of them in our standards, but nothing very definite. The areas selected are tentative. There are others that may be added as we find additional evidence.

Our first step in surveying the literature was to appoint a man, Dr. O. T. Frederick, who was associated with the National Survey of Secondary Education, to check the work which had been done by the National Survey Committee and to investigate other sources of information. Dr. Frederick gathered something like 2500 items, references to the educational literature bearing upon these fields, and classified them. After the completion of this task, at a meeting of the Administrative Committee late in August, it was agreed that it would be very helpful to call upon outstanding representatives of secondary education throughout the country, for further assistance. Some eighteen men were invited to collaborate on the project by taking an assigned area and checking carefully the references that had been chosen, adding others that had been overlooked. Following this process of checking, they were asked to assign the reading of the references to qualified graduate students or Federal aid students, if qualified persons were available. In this way we have been proceeding since October with the reading and abstracting of the literature. The work was to be completed on December 1st. I cannot give you a report at this time except to say that several of the collaborators have reported that the work is already finished or will be finished by today. It showed a very unusual spirit of co-operation on their part. The general character of the collaborators is indicated by their names and the institutions represented: L. V. Koos, A. K. Loomis and L. R.

Wilson, University of Chicago; F. T. Spaulding, Harvard University; R. O. Billett, Boston University; G. A. Rice, University of California; G. N. Kefauver and W. M. Proctor, Stanford University; T. C. Holly, Ohio State University; A. B. Meredith, New York University; G. E. Carrothers and J. B. Edmonson, University of Michigan; A. J. Jones, University of Pennsylvania; John Rufi and W. W. Carpenter, University of Missouri; Joseph Roemer, George Peabody College; C. G. F. Franzen, University of Indiana; H. R. Douglass, C. W. Boardman, University of Minnesota.

These individuals have assumed responsibility for the work only in the fields in which they have made special contributions. This represents one way in which we are trying to draw into our study the best thought in the field of secondary education. The Committee is not attempting to function as experts but is devoting its time and energies to planning the program of the study and to bringing about the concentration of the best thought in the country upon the problem of the utilization of what we already know about secondary education in order that we might start with a better statement of guiding principles and the formulation of tentative procedures for identifying the good school and for stimulating that school to further growth in the right direction.

**THE MIDDLE STATES ASSOCIATION OF  
COLLEGES AND SECONDARY SCHOOLS**

**LIST OF ACCREDITED COLLEGES AND JUNIOR COLLEGES**

**JANUARY 1, 1935**

(The city following the name of the school is the post office, as listed in the U. S. Postal Guide.)

SCHOOL	LOCATION	HEAD
<b>University of Delaware.....</b>	<b>DELAWARE</b> Newark .....	Walter Hullihen, LL.D.
<b>American University .....</b>	<b>DISTRICT OF COLUMBIA</b>	Lucius C. Clark, D.D.
Catholic University of America .....	.....	James Hugh Ryan, LL.D.
Georgetown University .....	.....	Coleman Nevils, D.D.
George Washington University .....	.....	Cloyd H. Marvin, LL.D.
Howard University .....	.....	Mordecai W. Johnson, D.D.
Trinity College .....	.....	Sister Julia of the Trinity
<b>College of Notre Dame of Maryland .....</b>	<b>MARYLAND</b>	Sister M. Derise
Goucher College .....	Baltimore .....	David Allan Robertson, LL.D.
Hood College .....	Baltimore .....	Henry Irvin Stahr
Johns Hopkins University .....	Frederick .....	Joseph Sweetman Ames, LL.D.
Loyola College .....	Baltimore .....	Henri J. Wiesel, LL.D.
Morgan College .....	Baltimore .....	John O. Spencer
Mount St. Mary's College .....	Emmitsburg .....	B. J. Bradley
St. John's College .....	Annapolis .....	Douglas Huntly Gordon
St. Joseph's College .....	Emmitsburg .....	Sister Isabelle, Ph.D.
University of Maryland.....	College Park .....	Raymond A. Pearson, LL.D.
Washington College .....	Chestertown .....	Gilbert W. Mead
Western Maryland College.....	Westminster .....	A. N. Ward, LL.D.
<b>NEW JERSEY</b>		
Brothers College .....	Madison .....	Frank G. Lankard
College of St. Elizabeth.....	Convent .....	Sister Marie Jose Bryne, Ph.D.
Georgian Court College.....	Lakewood .....	Mother M. Cecilia Scully
Newark College of Engineering .....	Newark .....	Allan R. Cullimore
New Jersey College for Women .....	New Brunswick .....	Margaret T. Corwin
Princeton University .....	Princeton .....	H. W. Dodds, Ph.D.
Rutgers University .....	New Brunswick .....	Robert Clarkson Clothier
Seton Hall College .....	South Orange .....	Rev. Thomas F. McLaughlin
Stevens Institute of Technology .....	Hoboken .....	Harvey N. Davis, LL.D.
<b>NEW YORK</b>		
Adelphi College .....	Garden City .....	Frank D. Blodgett, LL.D.
Alfred University .....	Alfred .....	Donald G. Tewksbury
Bard College .....	Annandale-on-Hudson .....	Virginia C. Gildersleeve, LL.D.
Barnard College .....	New York City .....	William A. Boylan
Brooklyn College .....	Brooklyn .....	Rev. James P. Sweeney
Canisius College .....	Buffalo .....	James S. Thomas
Clarkson College of Technology .....	Potsdam .....	George Barton Cutten, D.D.
Colgate University .....	Hamilton .....	Frederick B. Robinson, LL.D.
College of the City of New York .....	New York City .....	Sister Mary Loyola
College of Mount St. Vincent .....	On-Hudson, New York City .....	Rev. Mother Ignatius
College of New Rochelle .....	New Rochelle .....	Grace Dammann
College of the Sacred Heart.....	New York City .....	Sister M. Gonzaga
College of St. Rose.....	Albany .....	

SCHOOL	LOCATION	HEAD
Columbia University .....	New York City .....	Nicholas Murray Butler, LL.D.
Cornell University .....	Ithaca .....	Livingston Farrand, LL.D.
D'Youville College .....	Buffalo .....	Mother St. Edward
Elmira College .....	Elmira .....	Frederick Lent, LL.D.
Fordham University .....	New York City .....	Aloysius J. Hogan, Ph.D.
Good Counsel College .....	White Plains .....	Rev. Mother Aloysia, Ph.D.
Hamilton College .....	Clinton .....	Frederick C. Ferry, Ph.D.
Hobart College .....	Geneva .....	Murray Bartlett, LL.D.
Hunter College .....	New York City .....	James M. Kieran, LL.D.
Keuka College .....	Keuka Park .....	A. H. Norton, P.D.D.
Manhattan College .....	New York City .....	Rev. Brother Cornelius, Ph.D.
Marymount College .....	Tarrytown .....	Mother M. Gerard
Nazareth College .....	Rochester .....	Sister Teresa Marie, Ph.D.
New York University .....	New York City .....	
Niagara University .....	Niagara Falls .....	Francis L. Meade
Polytechnic Institute of Brooklyn .....	Brooklyn .....	Ernest J. Streubel
Rensselaer Polytechnic Institute .....	Troy .....	Palmer C. Ricketts, LL.D.
Russell Sage College .....	Allegany .....	J. L. Meader, Ph.D.
St. Bonaventure's College .....	Brooklyn .....	Thomas Plassmann, S.T.D.
St. John's College .....	Brooklyn .....	Rev. John J. Cloonan
St. Joseph's College for Women .....	Canton .....	Thomas E. Molloy, D.D.
St. Lawrence University .....	Saratoga Springs .....	Richard Eddy Sykes, D.D.
Skidmore College .....	Geneva .....	H. T. Moore, Ph.D.
William Smith College .....	Syracuse .....	Murray Bartlett, D.D.
Syracuse University .....	Schenectady .....	Charles W. Flint, LL.D.
Union University .....	Buffalo .....	Frank Parker Day, LL.D.
University of Buffalo .....	Rochester .....	Samuel P. Capen, LL.D.
University of Rochester .....	Poughkeepsie .....	Alan C. Valentine
Vassar College .....	Aurora .....	Henry Noble MacCracken, LL.D.
Wells College .....		Kerr D. MacMillan, Ph.D.
<b>PENNSYLVANIA</b>		
Albright College .....	Reading .....	J. W. Klein
Allegheny College .....	Meadville .....	William Pearson Tolly
Bryn Mawr College .....	Bryn Mawr .....	Marion E. Park, Ph.D.
Bucknell University .....	Lewisburg .....	Homer P. Rainey
Carnegie Institute of Technology .....	Pittsburgh .....	Thomas S. Baker, LL.D.
Dickinson College .....	Carlisle .....	F. P. Corson
Drexel Institute .....	Philadelphia .....	Parke Rexford Kolbe, Ph.D.
Franklin and Marshall College .....	Lancaster .....	Henry Harbaugh Apple, LL.D.
Geneva College .....	Beaver Falls .....	McLeod M. Pearce, D.D.
Gettysburg College .....	Gettysburg .....	Henry W. A. Hanson, LL.D.
Grove City College .....	Grove City .....	Weir C. Ketler, LL.D.
Haverford College .....	Haverford .....	William W. Comfort, Ph.D.
Immaculata College .....	Immaculata .....	Rev. A. J. Flynn, Ph.D.
Juniata College .....	Huntingdon .....	Charles C. Ellis, Ph.D.
Lafayette College .....	Easton .....	William Mather Lewis, LL.D.
LaSalle College .....	Philadelphia .....	Brother Alfred
Lebanon Valley College .....	Annville .....	Clyde A. Lynch, D.D.
Lehigh University .....	Bethlehem .....	Charles Russ Richards, LL.D.
Lincoln University .....	Lincoln University .....	William Hallock Johnson, D.D.
Marywood College .....	Scranton .....	Mother M. Josepha
Mercyhurst College .....	Erie .....	Mother M. Borgia
Moravian College (for Men) .....	Bethlehem .....	William N. Schwarze, D.D.
Mount St. Joseph College .....	Philadelphia .....	Sister Maria Kostka, Ph.D.
Muhlenberg College .....	Allentown .....	John A. W. Haas, LL.D.
Pennsylvania College for Women .....	Pittsburgh .....	M. Helen Marliss
Pennsylvania State College .....	State College .....	Ralph D. Hetzel, LL.D.
Rosemont College .....	Rosemont .....	Rev. Mother Mary Ignatius
St. Joseph's College .....	Philadelphia .....	Rev. Thomas J. Higgins
St. Thomas College .....	Scranton .....	Brother Denis Edward, LL.D.
St. Vincent College .....	Latrobe .....	Alfred Koch, D.D.
Seton Hill College .....	Greensburg .....	Jas. A. Wallace Reeves, S.T.D.
Susquehanna University .....	Selinsgrove .....	G. Morris Smith

SCHOOL	LOCATION	HEAD
Swarthmore College .....	Swarthmore .....	Frank Aydelotte, LL.D.
Temple University .....	Philadelphia .....	Charles Ezra Beury, Ph.D.
Thiel College .....	Greenville .....	Earl S. Rudisill
University of Pennsylvania .....	Philadelphia .....	Thomas S. Gates, LL.D.
University of Pittsburgh.....	Pittsburgh .....	John G. Bowman, LL.D.
Ursinus College .....	Collegeville .....	George L. Omwake, Ph.D.
Villa Maria College .....	Erie .....	Rev. Joseph J. Wehrle
Villanova College .....	Villanova .....	Rev. E. V. Stanford
Washington & Jefferson College.	Washington .....	Ralph C. Hutchison, D.D.
Westminster College .....	New Wilmington .....	Robert F. Galbreath, D.D.
Wilson College .....	Chambersburg .....	Ethelbert D. Warfield, LL.D.

## APPROVED LIST OF JUNIOR COLLEGES

SCHOOL	LOCATION	HEAD
Centenary Collegiate Institute...	Hackettstown, N. J. ....	Robert J. Trevorrow, D.D.
Columbia Junior College .....	Washington, D. C. ....	B. G. Wilkinson, Dean
Junior College of Georgetown Visitation Convent .....	Washington, D. C. ....	Sister Margaret Mary Sheerin
Packer Collegiate Institute .....	Brooklyn, N. Y. ....	John H. Denbigh, LL.D.
Sarah Lawrence College .....	Bronxville, N. Y. ....	Miss Constance Warren
Seth Low Junior College .....	Brooklyn, N. Y. ....	Edward F. Allen
Williamsport-Dickinson Junior College .....	Williamsport .....	Rev. John W. Long

**THE MIDDLE STATES ASSOCIATION OF  
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**LIST OF ACCREDITED SECONDARY SCHOOLS**

JANUARY 1, 1935

(The city following the name of the school is the post office, as listed in the U. S. Postal Guide.)

SCHOOL	LOCATION	HEAD
<b>DELAWARE</b>		
Caesar Rodney High School.....	Camden, Del. ....	Wilbur H. Jump
Claymont High School.....	Claymont, Del. ....	H. E. Stahl
Dover High School.....	Dover, Del. ....	Virgil B. Wiley
Georgetown High School.....	Georgetown, Del. ....	Richard Barnes Kennan
Harrington High School.....	Harrington, Del. ....	Jacob C. Messner
Howard High School.....	Wilmington, Del. .... (14th & Poplar Sts.)	George A. Johnson
Lewes High School.....	Lewes, Del. ....	Richard A. Shields
Newark High School.....	Newark, Del. ....	Carleton E. Douglass
Seaford High School.....	Seaford, Del. ....	W. B. Thornburgh
Smyrna High School.....	Smyrna, Del. ....	C. W. W. Schantz
State College for Colored Students .....	Dover, Del. ....	Dr. R. S. Grossley
Tower Hill School.....	Wilmington, Del. (17th & Tower Rd.)	Burton P. Fowler
Ursuline Academy .....	Wilmington, Del. .... (1106 Pennsylvania Ave.)	Mother Margaret Mary
William Penn School.....	New Castle, Del. ....	Samuel Engle Burr
Wilmington High School.....	Wilmington, Del. .... (Delaware Ave. & Monroe St.)	Ralph L. Talbot
Wilmington Friends School.....	Wilmington, Del. .... (4th & West Sts.)	Charles W. Bush
<b>DISTRICT OF COLUMBIA</b>		
Academy of the Holy Cross.....	Washington D. C. .... (2935 Upton St., N. W., Dumbarton Heights)	Sister M. Rose Elizabeth
Academy of Notre Dame.....	Washington, D. C. .... (North Capitol & K Sts., N. E.)	Sister Marie Claire
Academy of the Sacred Heart...	Washington, D. C. .... (1621 Park Rd., N. W.)	Sister Mary Aquinata
Armstrong High School.....	Washington D. C. .... (O St., bet. 1st & 3rd, N. W.)	G. David Houston
Cardozo High School.....	Washington D. C. .... (9th & Rhode Island Ave., N. W.)	Robert N. Mattingly
Central High School.....	Washington D. C. .... (13th & Clifton Sts., N.W.)	Dr. Harvey A. Smith
Chevy Chase School.....	Washington D. C. .... (6410 Connecticut Ave., N. W.)	Mrs. Frederic Ernest Farrington
Devitt School .....	Washington D. C. .... (2961 Upton St., N. W.)	Dwight C. Bracken John F. Byerly

SCHOOL	LOCATION	HEAD
Dunbar High School.....	Washington, D. C..... (1st & N Sts., N. W.)	Walter L. Smith
Eastern High School.....	Washington, D. C..... (17th & East Capitol Sts.)	Charles S. Hart
Fairmont School .....	Washington, D. C..... (1711 Massachusetts Ave., N. W.)	Miss Maud VanWoy
Georgetown Visitation Convent.....	Washington, D. C..... (1500 35th St., N. W., Georgetown Heights)	Sister Margaret Mary Sheerin
Gonzaga High School.....	Washington, D. C..... (27 Eye St., N. W.)	Rev. Philip J. Clarke
Gunston Hall .....	Washington, D. C..... (1906 Florida Ave., N. W.)	{ Miss Mary L. Gildersleeve Miss Mary B. Kerr
Holton-Arms School .....	Washington, D. C..... (2125 S St., N. W.)	Mrs. Jessie Moon Holton
Holy Trinity High School.....	Washington, D. C..... (36th & O Sts., N. W.)	Sister M. Austin Stonebraker
Immaculata Seminary .....	Washington, D. C..... (4300 Wisconsin Ave., N. W.)	Sister Frances Helen
McKinley Technical High School .....	Washington, D. C..... (2nd & T Sts., N. E.)	Frank C. Daniel
Mount Vernon Seminary.....	Washington, D. C..... (3801 Nebraska Ave., N.W.)	Miss Jean Dean Cole
National Cathedral School (Girls) .....	Washington, D. C..... (Wisconsin Ave. & Woodley Rd., Mount Saint Alban)	Miss Mabel B. Turner
Saint Albans, The National Cathedral School for Boys..	Washington, D. C..... (Massachusetts & Wisconsin Aves., N. W., Mt. St. Alban)	Rev. Albert H. Lucas
Saint Cecilia's Academy.....	Washington, D. C..... (601 E. Capitol St.)	Sister M. Agneze
Saint John's College High School .....	Washington, D. C..... (1225 Vermont Ave., N. W.)	Brother Dorotheus
Saint Paul's Academy.....	Washington, D. C..... (1421 V St., N. W.)	Sister M. Rose Elizabeth
Sidwells Friends School.....	Washington, D. C..... (1811 Eye St., N. W.)	Thomas W. Sidwell
Takoma Academy .....	Washington, D. C..... (Takoma Park)	Floyd O. Rittenhouse
Theodore Roosevelt High School	Washington, D. C..... (13th & Upshur Sts., N. W.)	Allan Davis
Western High School.....	Washington, D. C..... (35th & R Sts., N. W.)	Dr. Elmer S. Newton
Woodward School for Boys.....	Washington, D. C..... (1736 G St., N. W.)	James J. King
<b>MARYLAND</b>		
Allegany High School .....	Cumberland, Md. .....	Ralph R. Webster
Baltimore Friends School.....	Baltimore, Md. .... (Park Place & Laurens St.)	William S. Pike
Baltimore Polytechnic Institute.	Baltimore, Md. .... (North Ave. & Calvert St.)	Wilmer A. Dehuff
Baltimore Southern Junior- Senior High School.....	Baltimore, Md. .... (Warren Ave. & William St.)	John H. Schwatka

SCHOOL	LOCATION	HEAD
Baltimore Western High School.	Baltimore, Md. .... (Pulaski & Gwynns Falls Parkway)	Ernest J. Becker
Bethesda-Chevy Chase High School .....	Chevy Chase, Md. ....	Thomas W. Pyle
Brunswick High School.....	Brunswick, Md. ....	Wilbur Devilbiss
Calvert Hall High School.....	Baltimore, Md. .... (320 Cathedral St.)	Brother D. Augustin
Catonsville High School.....	Catonsville, Md. ....	Benjamin C. Willis
Eastern High School.....	Baltimore, Md. .... (North Ave. & Broadway)	Miss Laura J. Cairnes
Frederick Douglass Senior-Junior High School.....	Baltimore, Md. .... (Calhoun & Baker Sts.)	Dr. Harry T. Pratt
Frederick High School.....	Frederick, Md. ....	Albert Leonard Leary
Gaithersburg High School.....	Gaithersburg, Md. ....	Thomas W. Troxell
Georgetown Preparatory School.	Garrett Park, Md. ....	Rev. Robert S. Lloyd
Hagerstown High School.....	Hagerstown, Md. ....	John D. Zentmeyer
Hannah More Academy.....	Reisterstown, Md. ....	Miss Laura Fowler
Loyola High School.....	Baltimore, Md. .... (Calvert & Monument Sts.)	Rev. Michael A. Clark
McDonogh School .....	McDonogh, Md. ....	Dr. Louis E. Lamborn
Montgomery County High School .....	Rockville, Md. ....	L. Fletcher Schott
Mount Saint Agnes School.....	Baltimore, Md. .... (Mount Washington)	Sister M. Pius
Mount Saint Joseph College, Inc. (High School).....	Baltimore, Md. .... (Carroll Station)	Brother Philip Cummings
Notre Dame of Maryland High School .....	Baltimore, Md. .... (Charles Street Ave., Roland Park)	Sister M. Coeline
Park School, The.....	Baltimore, Md. .... (Liberty Heights Ave.)	Hans Froelicher, Jr.
Pennsylvania Avenue High School .....	Cumberland, Md. ....	Victor D. Heisey
Roland Park Country School.....	Baltimore, Md. .... (817 University Parkway, Roland Park)	Miss Elizabeth M. Castle
Saint James School.....	Saint James School Post Office, Md. ....	Rev. Adrian Onderdonk
Saint Joseph's College High School .....	Emmitsburg, Md. ....	Sister M. Delphine
Saint Mary's Female Seminary.....	Saint Marys City, Md. ....	Miss M. Adele France
Seton High School.....	Baltimore, Md. .... (2800 N. Charles St.)	Sister M. Genevieve McDermott
Sherwood High School.....	Sandy Spring, Md. ....	Austin A. La Mar, Jr.
Takoma-Silver Spring High School .....	Silver Spring, Md. ....	Edgar M. Douglass
Tome School, The.....	Port Deposit, Md. ....	Raphael J. Shortridge
Town School of the Tome Institute .....	Port Deposit, Md. ....	Gordon S. Patton
West Nottingham Academy.....	Colora, Md. ....	J. Paul Slaybaugh
Wicomico High School.....	Salisbury, Md. ....	Clarence H. Cordrey
<b>NEW JERSEY</b>		
Abraham Clark High School....	Roselle, N. J. ....	George F. Freifeld
Academy of Saint Elizabeth....	Convent Station, N. J. ....	Sister Mary Agnes Sharkey
A. J. Demarest High School....	Hoboken, N. J. ....	Arthur E. Stover
Asbury Park High School.....	Asbury Park, N. J. ....	Charles S. Huff
Atlantic Highlands High School.	Atlantic Highlands, N. J. ....	Herbert S. Meinert
Audubon High School.....	Audubon, N. J. ....	Miss Grace N. Kramer
Barringer High School.....	Newark, N. J. ....	Raymond B. Gurley
Battin High School.....	Elizabeth, N. J. ....	Dr. William M. Duncan

SCHOOL	LOCATION	HEAD
Bayonne Senior High School.....	Bayonne, N. J. ....	Daniel P. Sweeney
Peard School, The.....	Orange, N. J. ....	Miss Lucie C. Beard
Belleville High School.....	Belleville, N. J. ....	William R. Holbert
Bernards High School.....	Bernardsville, N. J. ....	W. Ross Andre
Blair Academy .....	Blairstown, N. J. ....	Dr. Charles H. Breed
Bloomfield High School.....	Bloomfield, N. J. ....	Joseph E. Poole
Bogota High School.....	Bogota, N. J. ....	Earl E. Purcell
Boonton High School.....	Boonton, N. J. ....	C. E. Boyer
Bordentown High School.....	Bordentown, N. J. ....	Robert M. Oberholser
Bordentown Military Institute.....	Bordentown, N. J. ....	David Styer
Bound Brook High School.....	Bound Brook, N. J. ....	G. Harvey Nicholls
Bridgeton High School.....	Bridgeton, N. J. ....	Harry C. Smalley
Burlington High School.....	Burlington, N. J. ....	Miss Elizabeth A. Ditzell
Camden Catholic High School.....	Camden, N. J. .... (7th & Federal Sts.)	Sister Mary Teresa
Camden High School.....	Camden, N. J. .... (Park Boulevard)	Carleton R. Hopkins
Carteret Academy .....	Orange, N. J. ....	George G. Grim
Carteret High School .....	Carteret, N. J. ....	Miss Anna D. Scott
Centenary Collegiate Institute.....	Hackettstown, N. J. ....	Dr. Robert J. Trevorrow
Cliffside Park Senior-Junior High School .....	Grantwood, N. J. ....	Dr. Robert Burns
Clifton High School.....	Clifton, N. J. ....	Walter F. Nutt
Closter High School.....	Closter, N. J. ....	C. F. Sailer
Collingswood Senior High School .....	Collingswood, N. J. ....	Percy S. Eichelberger
Columbia High School.....	South Orange, N. J. ....	Curtis H. Threlkeld
Cranford High School.....	Cranford, N. J. ....	Ray A. Clement
Dearborn Morgan School.....	Orange, N. J. ....	George Leroy Shelley
Dover High School.....	Dover, N. J. ....	William S. Black
Dwight Morrow High School.....	Englewood, N. J. ....	George W. Paulsen
East Orange High School.....	East Orange, N. J. ....	Ralph E. Files
Emerson High School.....	Union City, N. J. ....	Albert C. Parker
Englewood School for Boys.....	Englewood, N. J. ....	Marshall L. Umpleby
Flemington High School.....	Flemington, N. J. ....	Harold S. Goldsmith
Fort Lee High School.....	Fort Lee, N. J. ....	Arthur E. Stukey
Freehold High School.....	Freehold, N. J. ....	Miss Lillian F. Laufer
Garfield High School.....	Garfield, N. J. .... (Palisade Ave.)	N. E. Lincoln
Glassboro High School.....	Glassboro, N. J. ....	Milton W. Baylis
Glen Ridge Junior-Senior High School .....	Glen Ridge, N. J. ....	Alfred G. Ramsay
Grover Cleveland High School.....	Caldwell, N. J. ....	Richard M. Elsea
Hackensack High School.....	Hackensack, N. J. ....	Edward T. Marlatt
Hackettstown High School.....	Hackettstown, N. J. ....	Frank A. Souders
Haddon Heights High School.....	Haddon Heights, N. J. ....	William C. Davis
Haddonfield Memorial High School .....	Haddonfield, N. J. ....	William W. Reynolds
Hammonton Senior High School.....	Hammonton, N. J. ....	Harold C. Whiteside
Harrison High School.....	Harrison, N. J. ....	William F. Grant
Hartridge School .....	Plainfield, N. J. ....	Miss Emelyn B. Hartridge
Hasbrouck Heights High School.....	Hasbrouck Heights, N. J. ....	Clarence C. Hitchcock
Hightstown High School.....	Hightstown, N. J. ....	Miss Jane B. Donnell
Hillside High School.....	Elizabeth, N. J. ....	Wilbur H. Cox
Institute of the Holy Angels.....	Fort Lee, N. J. ....	Sister Mary Angeline
Irvington High School.....	Newark, N. J. ....	Edward Haertter
Kearny High School.....	Arlington, N. J. .... (Devon St., Kearny)	George G. Mankey
Kent Place School.....	Summit, N. J. ....	Miss Harriet L. Hunt
Kingsley School .....	Essex Fells, N. J. ....	Walter D. Gerken
Lakewood Junior-Senior High School .....	Lakewood, N. J. ....	William C. Kidd
Lawrenceville School .....	Lawrenceville, N. J. ....	Allan Vanderhoef Heely

SCHOOL	LOCATION	HEAD
Leonia High School.....	Leonia, N. J. ....	Nelson C. Smith
Lincoln High School.....	Jersey City, N. J. ....	Thomas H. Quigley
Linden High School.....	Linden, N. J. ....	Miss Lida M. Ebbert
Long Branch Senior High School .....	Long Branch, N. J. ....	William E. Cate
Lyndhurst High School.....	Lyndhurst, N. J. ....	Dr. J. Flint Waller
Madison Junior-Senior High School .....	Madison, N. J. ....	Ward Shoemaker
Manasquan High School.....	Manasquan, N. J. ....	Mrs. Marion C. Santangelo
Merchantville High School.....	Merchantville, N. J. ....	John W. Kratzer
Metuchen High School.....	Metuchen, N. J. ....	Elmo E. Spoerl
Middle Township High School.....	Cape May Court House, N. J. ....	Robert S. Horne
Millburn High School.....	Millburn, N. J. ....	R. J. Bretnall
Millville Memorial High School	Millville, N. J. ....	Gordon C. Boardman
Montclair Academy .....	Montclair, N. J. ....	Walter D. Head
Montclair High School.....	Montclair, N. J. ....	Harold A. Ferguson
Moorestown Friends School .....	Moorestown, N. J. ....	Chester L. Reagan
Moorestown High School .....	Moorestown, N. J. ....	Dr. Mary E. Roberts
Morristown High School .....	Morristown, N. J. ....	Ralph F. Perry
Morristown School .....	Morristown, N. J. ....	George H. Tilghman
Mount Holly High School .....	Mount Holly, N. J. ....	Waldo J. Kind
Mount Saint Dominic Academy .....	Caldwell, N. J. ....	Sister M. Aloysius, O.P.
Neptune Township High School.	Ocean Grove, N. J. ....	Harry A. Titcomb
New Brunswick Senior High School .....	New Brunswick, N. J. ....	Robert C. Carlson
New Jersey College High School	Upper Montclair, N. J. ....	Dr. Robert H. Morrison
Newark Academy .....	Newark, N. J. .... (215 First St.)	Dr. Wilson Farrand
Newark Central Commercial and Manual Training High School		
Newark East Side High School.....	Newark, N. J. ....	William Wiener
Newark Southside High School.....	Newark, N. J. ....	Stanton A. Ralston
Newark West Side High School.....	Newark, N. J. ....	Arthur W. Belcher
Newman School .....	Lakewood, N. J. ....	Alan Johnson
North Plainfield High School.....	Plainfield, N. J. ....	Xavier Prum
Nutley High School.....	Nutley, N. J. ....	Harry L. Stearns
Ocean City High School.....	Ocean City, N. J. ....	Dr. Floyd E. Harshman
Orange High School.....	Orange, N. J. ....	O. W. Reichly
Palmyra High School.....	Palmyra, N. J. ....	Howard L. Goas
Park Ridge High School.....	Park Ridge, N. J. ....	Miss Veva M. Brower
Passaic High School.....	Passaic, N. J. ....	Mrs. Mary E. Hollett
Paterson Central High School (Boys) .....	Paterson, N. J. ....	Daniel Dahl
Paterson Eastside High School.....	Paterson, N. J. ....	Joseph F. Manley
Peddie School, The.....	Hightstown, N. J. ....	Francis R. North
Pemberton High School.....	Pemberton, N. J. ....	Wilbour E. Saunders
Perth Amboy High School.....	Perth Amboy, N. J. ....	Paul R. Jones
Pingry School, The.....	Elizabeth, N. J. ....	Will W. Ramsey
Pitman High School.....	Pitman, N. J. ....	C. Bertram Newton
Plainfield High School.....	Plainfield, N. J. ....	L. Arthur Walton
Princeton Junior-Senior High School .....	Princeton, N. J. ....	Galen Jones
Princeton Preparatory School, The .....	Princeton, N. J. ....	Ted B. Barnard
Prospect Hill Country Day School .....	Newark, N. J. .... (346 Mount Prospect Ave.)	Harry B. Fine
Rahway High School.....	Rahway, N. J. ....	Mrs. Laura D. S. Lamont
Red Bank Catholic High School	Red Bank, N. J. ....	Ralph N. Kocher
Red Bank High School.....	Red Bank, N. J. ....	Sister Mary Wilfred
Ridgefield Park High School.....	Ridgefield Park, N. J. ....	Harry C. Sieber
Ridgewood High School.....	Ridgewood, N. J. ....	George C. Bate
		George A. F. Hay

SCHOOL	LOCATION	HEAD
Roselle Park High School.....	Roselle Park, N. J. ....	G. Hobart Brown
Rutgers Preparatory School, The.....	New Brunswick, N. J. ....	Philip M. B. Bocock
Rutherford Senior High School.....	Rutherford, N. J. ....	Wilmot H. Moore
Saint Benedict's Preparatory School .....	Newark, N. J. .... (520 High St.)	Rev. Boniface Reger
Saint John Baptist School.....	Mendham, N. J. ....	Sister Superior Elisa Monica, C.S.J.B.
Saint Peter's College High School .....	Jersey City, N. J. .... (110 Grand St.)	Rev. John F. Dwyer
Scotch Plains High School.....	Scotch Plains, N. J. ....	Howard B. Brunner
Seton Hall High School.....	South Orange, N. J. .... (South Orange Ave.)	Rev. William N. Bradley
Somerville High School.....	Somerville, N. J. ....	Frank H. Lewis
South River High School.....	South River, N. J. ....	Wilbur A. Bryan
Stevens Hoboken Academy.....	Hoboken, N. J. ....	B. F. Carter
Summit High School.....	Summit, N. J. ....	A. J. Bartholomew
Swedesboro High School.....	Swedesboro, N. J. ....	Walter H. Hill
Teaneck High School.....	Teaneck, N. J. ....	Charles L. Steel, Jr.
Tenafly High School.....	Tenafly, N. J. ....	Karl L. Ritter
Thomas Jefferson Senior High School .....	Elizabeth, N. J. ....	Porter W. Averill
Trenton Central High School.....	Trenton, N. J. ....	Paul Spencer
Union Hill High School.....	Union City, N. J. ....	Harry S. Stahler
Vail-Deane School .....	Elizabeth, N. J. .... (521 North Broad St.)	Miss Esther L. Swenson
Washington High School.....	Washington, N. J. ....	S. M. Tressler
Weequahic High School.....	Newark, N. J. .... (279 Chancellor Ave.)	Max J. Herzberg
West New York Mémorial High School .....	West New York, N. J. ....	C. A. Woodworth
West Orange High School.....	West Orange, N. J. ....	Frederick W. Reimherr
Westfield Senior High School.....	Westfield, N. J. ....	Frank N. Neubauer
Wildwood High School.....	Wildwood, N. J. ....	Frank S. Lloyd
William L. Dickinson High School .....	Jersey City, N. J. ....	Dr. Frank J. McMackin
Woodbridge High School.....	Woodbridge, N. J. ....	Arthur C. Ferry
Woodbury High School.....	Woodbury, N. J. ....	Harry M. Taxis
Woodrow Wilson High School.....	Union City, N. J. ....	Winthrop M. Johnson
Woodstown-Pilesgrove Township High School .....	Woodstown, N. J. ....	Mark S. Redcay
<b>NEW YORK</b>		
A. B. Davis High School.....	Mount Vernon, N. Y. ....	H. H. Stewart
Adelphi Academy .....	Brooklyn, New York City.. (282 Lafayette Ave.)	William Slater
Albany Academy, The.....	Albany, N. Y. ....	Dr. Islay F. McCormick
Albany Academy for Girls.....	Albany, N. Y. ....	Miss Margaret Trotter
Alexander Hamilton High School .....	Brooklyn, New York City.. (150 Albany St.)	Gilbert J. Raynor
Aquinas Institute of Rochester.....	Rochester, N. Y. .... (1127 Dewey Ave.)	Dr. Joseph E. Grady
Avon High School.....	Avon, N. Y. ....	James H. Green
Barnard School for Boys.....	Manhattan, New York City (4411 Cayuga Ave.)	William Livingston Hazen
Barnard School for Girls.....	Manhattan, New York City (554 Ft. Washington Ave.)	Theodore E. Lyon
Batavia Junior-Senior High School .....	Batavia, N. Y. ....	Howard D. Weber

SCHOOL	LOCATION	HEAD
Bay Shore High School.....	Bay Shore, N. Y. ....	George H. Gatje
Benjamin Franklin Junior-Senior High School.....	Rochester, N. Y. .... (950 Norton St.)	Roy L. Butterfield
Berkeley Institute .....	Brooklyn, New York City.. (181 Lincoln Place)	Miss Ina C. Atwood
Binghamton Central High School	Binghamton, N. Y. ....	Lee J. McEwan
Briarcliff Preparatory School...	Briarcliff Manor, N. Y....	Miss Doris Laura Flick
Brooklyn Boys High School....	Brooklyn, New York City.. (Marcy & Putnam Aves.)	Alfred A. Tausk
Brooklyn Friends School .....	Brooklyn, New York City.. (112 Schermerhorn St.)	S. Archibald Smith
Brooklyn Girls Commercial High School .....	Brooklyn, New York City.. (883 Classon Ave.)	Mrs. Evelyn W. Allan
Brooklyn Girls High School.....	Brooklyn, New York City.. (Nostrand Ave. & Halsey St.)	Maurice E. Rogalin
Brooklyn Preparatory School ..	Brooklyn, New York City.. (1150 Carroll St.)	Rev. John M. Jacobs
Brooklyn Technical High School	Brooklyn, New York City.. (Flatbush Ave. Extension & Concord St.)	Albert L. Colston
Brown School, Inc.....	Schenectady, N. Y. ....	Mrs. Angie Sturgeon Dodge
Bryant High School.....	Queens, New York City....	James P. Warren
Buffalo Bennett High School...	Buffalo, N. Y. .... (2885 Main St.)	Emmons B. Farrar
Buffalo Seminary, The.....	Buffalo, N. Y. .... (203 Bidwell Parkway)	Miss L. Gertrude Angell
Bushwick High School.....	Brooklyn, New York City.. (400 Irving Ave.)	Dr. Milo F. McDonald
Calhoun School, The.....	Manhattan, New York City (309 West 92nd St.)	Miss Mary E. Calhoun
Canandaigua Academy .....	Canandaigua, N. Y.....	Edward H. Lomber
Canisius High School.....	Buffalo, N. Y. .... (651 East Washington St.)	Rev. Vincent J. Hart
Cathedral School of Saint Mary .....	Garden City, N. Y.....	Miss Myriam A. Bytel
Cazenovia Seminary, The.....	Cazenovia, N. Y. ....	Harold W. Hebbethwaite
Chapin School, The, Ltd.....	Manhattan, New York City (100 East End Ave.)	Miss Mary C. Fairfax
Charlotte Junior-Senior High School .....	Rochester, N. Y. .... (4115 Lake Ave.)	Nathaniel G. West
Cohoes High School.....	Cohoes, N. Y. .... (48 Younglove Ave.)	Charles E. Wheeler
Collegiate School for Boys.....	Manhattan, New York City (241 West 77th St.)	Wilson Parkhill
Columbia Grammar School.....	Manhattan, New York City (5 W. 93rd St.)	Frederic A. Alden
Corning Free Academy.....	Corning, N. Y. ....	William E. Severn
Cortland Junior-Senior High School .....	Cortland, N. Y. ....	L. T. Wilcox
Curtis High School.....	Richmond Borough, New York City .. (Hamilton Ave. & St. Marks Place, Staten Island)	John M. Avent
De Veaux School.....	Niagara Falls, N. Y.....	Dr. William Stanley Barrows
DeWitt Clinton High School...	Bronx, New York City.... (Moshulu Parkway & Paul Ave.)	A. Mortimer Clark
Dobbs Ferry High School.....	Dobbs Ferry, N. Y. ....	Harold C. Marcy
Dongan Hall .....	Richmond Borough, New York City .. (Dongan Hills)	Miss Marguerite A. R. Booraem

SCHOOL	LOCATION	HEAD
Drew Seminary for Young Women .....	Carmel, N. Y. .... Manhattan, New York City (72 Park Ave.)	Dr. Herbert E. Wright Ernest Greenwood
Dwight School .....		
East Hampton High School.....	East Hampton, N. Y.....	Leon Q. Brooks
East High School.....	Rochester, N. Y. .... (410 Alexander St.)	Dr. Albert H. Wilcox
Eastern District High School....	Brooklyn, New York City.. (227 Marcy Ave. & Keap St.)	Frederick William Oswald, Jr.
Emma Willard School.....	Troy, N. Y. ....	Dr. Eliza Kellas
Erasmus Hall High School.....	Brooklyn, New York City.. (911 Flatbush Ave.)	Dr. John F. MacNeill
Evander Childs High School....	Bronx, New York City.... (800 E. Gunhill Rd.)	Dr. Hymen Alpern
Female Academy of the Sacred Heart .....	Albany, N. Y. ....	Mother Gertrude Bodkin
Fieldston School .....	Bronx, New York City... (Fieldston Ave. & Spuyten Duyvil Parkway)	Herbert W. Smith
Flushing High School.....	Queens, New York City.... (Northern Blvd. & Union St.)	Dr. Arthur L. Janes
Fordham College High School..	Bronx, New York City....	Rev. Anthony M. Guenther
Franklin K. Lane High School..	Brooklyn, New York City.. (635 Evergreen Ave.)	Charles E. Springmeyer
Franklin School .....	Manhattan, New York City (18 West 89th St.)	David P. Berenberg
Fredonia High School.....	Fredonia, N. Y. ....	Clifford W. Hall
Friends' Academy .....	Locust Valley, N. Y.....	Claude R. Dye
Friends' Seminary .....	Manhattan, New York City (East 16th St. & Rutherford Place)	Albert M. Blackburn
Garden Country Day School....	Queens, New York City.... (33-16 79th St., Jackson Heights, Flushing)	Henry L. Messner
Gardner School .....	Manhattan, New York City (154 East 70th St.)	Otis Preston Flower
Genesee Wesleyan Seminary....	Lima, N. Y. ....	Miss M. Elizabeth Masland
Geneva High School.....	Geneva, N. Y. ....	Rev. A. Talmage Schulmaier
George Washington High School	Manhattan, New York City (Audubon Ave. & 192nd St.)	Louis M. Collins
Goodyear-Burlingame School ...	Syracuse, N. Y. ....	Arthur A. Boylan
Great Neck High School.....	Great Neck, N. Y. ....	Miss Marion S. Edwards
Haaren High School.....	Manhattan, New York City (59th St. & 10th Ave.)	Leon C. High
Hackley School .....	Tarrytown, N. Y. ....	R. Wesley Burnham
Harley School .....	Rochester, N. Y. .... (Clover St., R.F.D. No. 1)	Walter B. Gage
Hastings-on-Hudson High School .....	Hastings-on-Hudson, N. Y.	Miss Louise M. Sumner
Hempstead High School.....	Hempstead, N. Y. ....	Theodore R. Meyers
High School of Commerce.....	Manhattan, New York City (155 West 65th St.)	Raymond Maure
Highland Manor .....	Tarrytown, N. Y. ....	Dr. Edward J. McNamara
Horace Mann School for Boys..	Manhattan, New York City (West 266th St.)	Eugene H. Lehman
Horace Mann School for Girls..	Manhattan, New York City (551 West 120th St.)	Dr. Charles C. Tillinghast
Hornell High School.....	Hornell, N. Y. ....	Dr. Rollo G. Reynolds
Hudson High School.....	Hudson, N. Y. ....	Edward W. Cooke
Hunter College High School....	Manhattan, New York City (320 East 96th St.)	J. Pierson Ackerman
Huntington High School.....	Huntington, N. Y. ....	Miss Louise M. Webster
		Robert L. Simpson

SCHOOL	LOCATION	HEAD
Ithaca High School.....	Ithaca, N. Y. ....	F. R. Bliss
Jamaica High School.....	Queens, New York City.... (168th St. & Gothic Drive)	Charles H. Vosburgh
James Monroe High School.....	Bronx, New York City.... (Boynton Ave. & 172nd St.)	Dr. Henry E. Hein
Jamestown High School.....	Jamestown, N. Y. ....	Merton P. Corwin
John Marshall High School.....	Rochester, N. Y. .... (250 Ridgway Ave.)	Elmer W. Snyder
Johnson City High School.....	Johnson City, N. Y. ....	Miss Margene B. Blair
Johnstown High School .....	Johnstown, N. Y. ....	William A. Wright
Julia Richman High School.....	Manhattan, New York City (317 East 67th St.)	Dr. Michael H. Lucey
Kew-Forest School .....	Queens, New York City... (Forest Hills)	Louis D. Marriott
Knox School, The.....	Cooperstown, N. Y. ....	Mrs. Louise Phillips Houghton
Lafayette High School.....	Buffalo, N. Y. .... (Baynes & Lafayette Ave.)	Dr. Calvert King Mellen
Lawrence High School.....	Lawrence, L. I., N. Y. ....	Cecil C. MacDonald
Lincoln School of Teachers College, Columbia University	Manhattan, New York City. (425 West 123rd St.)	John R. Clark
Long Beach High School.....	Long Beach, N. Y. ....	Richard Maher
Loyola School .....	Manhattan, New York City (Park Ave. at 83rd St.)	Francis E. Garner, S.J.
McBurney School .....	Manhattan, New York City (5 West 63rd St.)	Thomas Hemenway
Mamaroneck High School.....	Mamaroneck, N. Y. ....	Albert E. Tuttle
Manhasset High School.....	Manhasset, N. Y. .... (59 Plandome Rd.)	Kendall P. Howard
Manlius School .....	Manlius, N. Y. ....	Col. Guido F. Verbeck
Manual Training High School.....	Brooklyn, New York City... (237 7th Ave.)	Horace M. Snyder
Marcellus High School.....	Marcellus, N. Y. ....	Max Molyneaux
Marquand School .....	Brooklyn, New York City... (55 Hanson Place)	Leonard H. Calvert
Marymount School .....	Tarrytown, N. Y. ....	Mother Marie Therese Dalton
Masters School, The.....	Dobbs Ferry, N. Y. ....	Miss Evelina Pierce
Mohonk School, The.....	Mohonk Lake, N. Y. ....	H. Stanley Jackson
Monroe High School.....	Monroe, N. Y. ....	Clarence H. Powell
Monroe Junior-Senior High School .....	Rochester, N. Y. ....	W. E. Hawley
Morris High School.....	Bronx, New York City.... (166th St. & Boston Road)	Elmer E. Bogart
Mount Saint Joseph Academy..	Buffalo, N. Y. .... (2064 Main St.)	Rev. Mother Constantia
Mount Saint Mary's Academy...	Newburgh, N. Y. ....	Sister M. Agnes Alma, O.P.
New Hartford High School....	New Hartford, N. Y. ....	D. E. Grove
New Rochelle High School....	New Rochelle, N. Y. ....	George H. Eckels
New York, Military Academy...	Cornwall-on-the-Hudson, N. Y. ....	H. A. Hinman
Newark High School.....	Newark, N. Y. ....	F. Neff Stroup
Newtown High School.....	Queens, New York City.... (Chicago Ave., Elmhurst)	J. D. Dillingham
Nichols School, The.....	Buffalo, N. Y. .... (Amherst & Calvin Sts.)	Henry G. Gilland
Northport Union Free School...	Northport, N. Y. ....	Chester J. Miller
Northwood School .....	Lake Placid Club, N. Y. ....	Dr. Ira A. Flinner
Oneida High School.....	Oneida, N. Y. ....	Howard F. Knapp
Oneonta High School.....	Oneonta, N. Y. ....	Harry G. Van Deusen
Oswego High School.....	Oswego, N. Y. ....	Charles E. Riley
Packer Collegiate Institute, The.	Brooklyn, New York City... (170 Joralemon St.)	Dr. John H. Denbigh
Pawling School .....	Pawling, N. Y. ....	Frederick L. Gamage, Jr.

SCHOOL	LOCATION	HEAD
Pelham Memorial High School.....	Pelham, N. Y.....	W. W. Fairclough
Pleasantville High School.....	Pleasantville, N. Y. ....	Requa W. Bell
Polytechnic Preparatory Country Day School, The.....	Brooklyn, New York City.. (Dyker Heights)	Joseph Dana Allen
Port Washington High School.....	Port Washington, N. Y.....	William F. Merrill
Regis High School.....	Manhattan, New York City. (55 East 84th St.)	Rev. Francis L. Archdeacon, S.J.
Richmond Hill High School.....	Queens, New York City.... (114th St. & 89th Ave.)	Matthew L. Dann
Riverdale Country School.....	Bronx, New York City.... (Riverdale-on-Hudson)	Frank S. Hackett
Rye Country Day School.....	Rye, New York.....	Morton Snyder
Rye High School.....	Rye, New York .....	A. V. MacCullough
Saint Agatha School.....	Manhattan, New York City. (553 West End Ave.)	Miss Muriel Bowden
Saint Agnes School .....	Albany, N. Y.....	Miss Blanche Pittman
Saint John's Preparatory School	Brooklyn, New York City.. (82 Lewis Ave.)	Rev. Arthur DeC. Hamilton
Saint Mary's School .....	Peekskill, N. Y.....	Sister Mary Antony
Saint Paul's School .....	Garden City, N. Y.....	Walter R. Marsh
Saint Walburga's Academic School .....	Manhattan, New York City. (630 Riverside Drive)	Mother Marie Madeleine
Saratoga Springs High School.....	Saratoga Springs, N. Y....	N. M. Connolly
Scarborough School .....	Scarborough-on-Hudson, N. Y. ....	Dr. F. Dean McClusky
Scotia High School.....	Scotia, N. Y.....	Bertram P. Quenelle
Scoville School for Girls.....	Manhattan, New York City. (1008 Fifth Ave.)	Mrs. Elizabeth G. Atwood
Sewanhaka High School.....	Floral Park, N. Y.....	Dr. A. T. Stanforth
Seward Park High School.....	Manhattan, New York City. (350 Grand St.)	Robert B. Brodie
Sherburne High School.....	Sherburne, N. Y.....	Edward V. Cushman
Sherrill High School.....	Sherrill, N. Y.....	E. A. McAllister
Silver Bay School.....	Silver Bay, N. Y.....	Glenn B. Snyder
Southside High School.....	Elmira, N. Y.....	C. F. McNaught
Spence School .....	Manhattan, New York City. (22 East 91st St.)	Miss Valentine L. Chandor
Staten Island Academy, The....	Richmond, New York City. (New Brighton)	Thomas C. Burton
Stony Brook School, The.....	Stony Brook, N. Y.....	Frank E. Gaebelein
Textile High School.....	Manhattan, New York City. (351 West 18th St.)	William H. Dooley
Theodore Roosevelt High School	Bronx, New York City.... (500 East Fordham Rd.)	William R. Hayward
Thomas Jefferson High School.	Brooklyn, New York City.. (Pennsylvania & Dumont Aves.)	Dr. Elias Lieberman
Todhunter School .....	Manhattan, New York City. (66 East 80th St.)	Miss Marion Dickerman
Townsend Harris High School..	Manhattan, New York City. (Lexington Ave. & 23d St.)	George M. Falion
Trinity School .....	Manhattan, New York City. (130 West 91st St.)	Rev. Lawrence T. Cole
Ursuline School .....	New Rochelle, N. Y..... (1354 North Ave.)	Mother M. Rose
Utica Country Day School.....	New Hartford, N. Y.....	Raymond N. Johnson
Valley Stream Central High School .....	Valley Stream, N. Y.....	Harry W. Gross
Walton High School.....	Bronx, New York City.... (North of 195th St. & West of Jerome Ave.)	Miss Mary A. Conlon

SCHOOL	LOCATION	HEAD
Washington Irving High School	Manhattan, New York City. (40 Irving Place)	Edward C. Zabriskie
Watkins Glen High School.....	Watkins Glen, N. Y.....	John A. Beers
Waverly High School.....	Waverly, N. Y.....	Luther B. Adams
Wellsville High School.....	Wellsville, N. Y.....	Duane H. Anderson
West High School.....	Rochester, N. Y..... (501 Genesee St.)	James M. Spinning
Winnwood School, The.....	Lake Grove, N. Y..... (Long Island)	Charles H. Welsby
Woodmere Academy .....	Woodmere, N. Y.....	Horace M. Perry
Xavier High School, The.....	Manhattan, New York City. (30 West 16th St.)	Rev. Leo F. Andries, S.J.
<b>PANAMA CANAL ZONE</b>		
Balboa High School.....	Balboa Heights, P. C. Z....	Fred W. Hosler
Cristobal High School.....	Cristobal, P. C. Z.....	Milford Franks
<b>PENNSYLVANIA</b>		
Abington Friends School.....	Jenkintown, Pa. ....	Miss Sara Boothby Libby
Abington Township High School	Abington, Pa. ....	Eugene B. Gernert
Academy High School.....	Erie, Pa. ....	Carl W. McNary
Academy of the Holy Child....	Philadelphia, Pa. .... (39th & Chestnut Sts.)	Mother Mary Cornelia
Academy of the New Church, Boys' Academy .....	Bryn Athyn, Pa. ....	Rev. Karl R. Alden
Academy of the New Church, Girls' Seminary .....	Bryn Athyn, Pa. ....	Miss Frances M. Buell
Academy of Notre Dame .....	Philadelphia, Pa. .... (Rittenhouse Square)	Sister Julitta of the Sacred Heart
Academy of the Sacred Heart..	Philadelphia, Pa. .... (Eden Hall, Torresdale)	Rev. Mother Margaret Naulty
Academy of the Sisters of Mercy	Philadelphia, Pa. .... (Broad St. & Columbia Ave.)	Sister Mary Raphael
Allegheny High School.....	Pittsburgh, Pa. ....	V. S. Beachley
Allentown High School .....	Allentown, Pa. ....	Daniel W. Hamm
Allentown Preparatory School..	Allentown, Pa. ....	Louis F. Hackeman
Altoona High School.....	Altoona, Pa. ....	Levi Gilbert
Ambler High School.....	Ambler, Pa. ....	E. E. Kerschner
Ambridge Senior High School..	Ambridge, Pa. ....	N. A. Smith
Arnold School .....	Pittsburgh, Pa. .... (400 South Braddock Ave.)	Charles W. Wilder
Aspinwall High School.....	Pittsburgh, Pa. .... (4th & Virginia Ave., Aspin- wall)	F. D. Keboch
Avalon High School.....	Pittsburgh, Pa. .... (721 California Ave., Avo- lon)	Charles A. Evans
Avon-Grove High School.....	West Grove, Pa. ....	Hugh C. Morgan
Baldwin School, The.....	Bryn Mawr, Pa. ....	Miss Elizabeth F. Johnson
Beaver Falls High School.....	Beaver Falls, Pa. ....	J. Roy Jackson
Beaver High School.....	Beaver, Pa. ....	D. H. Stewart
Belleview High School.....	Pittsburgh, Pa. .... (Bellevue)	J. Nelson Mowls
Ben Avon High School.....	Pittsburgh, Pa. .... (Ben Avon)	Dr. Alfred W. Beattie
Bensalem Township High School	Cornwell Heights, Pa. ....	Samuel K. Faust
Biglerville High School.....	Biglerville, Pa. ....	Charles I. Raffensperger
Birmingham School, The, Inc...	Birmingham, Pa. ....	Preston S. Moulton
Blairsville High School.....	Blairsville, Pa. ....	Boyce L. Gumm

SCHOOL	LOCATION	HEAD
Blythe Township High School.....	Silver Creek, Pa. .... (New Philadelphia)	Thomas Raymond Gibbons
Boyertown High School.....	Boyertown, Pa. ....	George B. Swinehart
Bradford Senior High School....	Bradford, Pa. ....	George E. Shilling
Bristol High School.....	Bristol, Pa. ....	Warren P. Snyder
Brookville High School.....	Brookville, Pa. ....	Charles W. Ellenberger
California High School.....	California, Pa. ....	Raymond T. Barner
Canton High School.....	Canton, Pa. ....	Thomas E. Hillyer
Carlisle High School.....	Carlisle, Pa. ....	George W. Gulden
Carrick Junior-Senior High School .....	Pittsburgh, Pa. .... (125 Parkfield St.)	W. H. Sprenkle
Carson Long Institute.....	New Bloomfield, Pa. ....	Edward L. Holman
Charleroi Senior High School....	Charleroi, Pa. ....	W. H. Clipman, Jr.
Cheltenham Township High School .....	Philadelphia, Pa. .... (Elkins Park)	Ira R. Kraybill
Chestnut Hill Academy.....	Philadelphia, Pa. ....	Gilbert H. Fall
Clairton High School.....	Claireton, Pa. ....	J. Ellis Bell
Clarks Summit and Clarks Green Joint High School....	Clarks Summit, Pa. ....	Miss Vivian L. Watkins
Coatesville High School.....	Coatesville, Pa. ....	D. Edward Atwell
Colestock High School.....	Titusville, Pa. ....	Ernest L. Robinson
Collingdale High School.....	Collingdale, Pa. ....	Zeno H. Baldelli
Convent of the Sacred Heart....	Philadelphia, Pa. .... (City Line & Haverford Road, Overbrook)	Mother Elizabeth Young
Coraopolis Senior High School....	Coraopolis, Pa. ....	G. W. Cassler
Crafton High School.....	Pittsburgh, Pa. .... (Crafton)	Louis F. Brunk
Darby High School.....	Darby, Pa. ....	J. Wallace Saner
David B. Oliver Junior-Senior High School .....	Pittsburgh, Pa. .... (2200 Brighton Road, N.S.)	J. F. Bailey
Dormont High School.....	Pittsburgh, Pa. .... (South Hills)	Ralph Radcliffe
Downington Junior-Senior High School .....	Downington, Pa. ....	Floyd C. Fretz
Doylestown High School.....	Doylestown, Pa. ....	Miss M. Elizabeth Lamb
DuBois High School.....	DuBois, Pa. ....	Joseph C. Gill
Duquesne University Preparatory School .....	Pittsburgh, Pa. .... (801 Bluff St.)	Rev. Anthony F. Lechner
East High School.....	Erie, Pa. ....	John W. Ray
East Stroudsburg Senior High School .....	East Stroudsburg, Pa. ....	E. E. Kuntz
East Washington High School....	Washington, Pa. ....	Edward F. Westlake
Easton High School.....	Easton, Pa. ....	Elton E. Stone
Ebensburg-Cambria High School	Ebensburg, Pa. ....	E. M. Johnston
Ellis School, The.....	Pittsburgh, Pa. .... (4860 Ellsworth Ave.)	Miss Sara F. Ellis
Elmer L. Meyers High School....	Wilkes-Barre, Pa. .... (Carey Ave.)	J. F. Dennis
Episcopal Academy, The.....	Philadelphia, Pa. .... (Overbrook)	Greville Haslam
Fifth Avenue Junior-Senior High School .....	Pittsburgh, Pa. ....	A. B. Siviter
Fleetwood Junior-Senior High School .....	Fleetwood, Pa. ....	M. J. A. Smith
Ford City Junior-Senior High School .....	Ford City, Pa. ....	Paul N. Marsh
Forty Fort High School.....	Wilkes-Barre, Pa. ....	R. J. Noack
Frankford High School.....	Philadelphia, Pa. .... (Oakland & Harrison Sts.)	Dr. Frank L. Cloud

SCHOOL	LOCATION	HEAD
Franklin and Marshall Academy	Lancaster, Pa. ....	Dr. Edwin M. Hartman
Friends Central School .....	Philadelphia, Pa. .... (68th St. & City Line, Overbrook)	Dr. Barclay L. Jones
Friends Select School .....	Philadelphia, Pa. .... (17th St. & Parkway)	Walter W. Haviland
G. A. R. Memorial High School	Wilkes-Barre, Pa. .... (South Sherman & Lehigh Sts.)	S. R. Henning
George School .....	George School, Pa. ....	George A. Walton
George W. Westinghouse Junior-Senior High School.....	Pittsburgh, Pa. .... (Murtland & Monticello Sts.)	C. B. Kistler
Germantown Academy .....	Philadelphia, Pa. .... (N. W. Cor. School Lane & Greene St., Germantown)	Dr. Samuel E. Osborn
Germantown Friends School....	Philadelphia, Pa. .... (Coulter St., Germantown)	Stanley R. Yarnall
Germantown High School.....	Philadelphia, Pa. .... (Germantown Ave. & High St., Germantown)	Leslie B. Seely
Gettysburg Academy .....	Gettysburg, Pa. ....	Rev. Charles H. Huber
Gettysburg High School.....	Gettysburg, Pa. ....	G. W. Lefever
Girard College .....	Philadelphia, Pa. .... (P. O. Station "C")	Dr. Cheesman A. Herrick
Glen-Nor High School.....	Glenolden, Pa. ....	J. Milton Rossing
Greensburg High School.....	Greensburg, Pa. ....	W. A. Gensbigler
Harcum School .....	Bryn Mawr, Pa. ....	Miss Edith Harcum
Harrisburg Academy, The.....	Harrisburg, Pa. ....	Dr. Arthur E. Brown
Haverford School, The.....	Haverford, Pa. ....	Edwin M. Wilson
Haverford Township High School .....	Upper Darby, Pa. ....	Oscar Granger
Hazleton Senior High School.....	Hazleton, Pa. ....	W. G. Davis
Hill School, The.....	Pottstown, Pa. ....	James I. Wendell
Holman School, The.....	Ardmore, Pa. ....	Miss Elizabeth W. Braley
Holmquist School .....	New Hope, Pa. ....	Miss Margaret B. Dewey
Homestead High School.....	Homestead, Pa. ....	D. H. Connor
Honesdale Catholic High School	Honesdale, Pa. ....	Sister Mary Patrice
Indiana High School.....	Indiana, Pa. ....	J. A. Lubold
James M. Coughlin High School.	Wilkes-Barre, Pa. ....	J. H. Super, Jr.
Jeannette High School.....	Jeannette, Pa. ....	John Maclay
Jenkintown High School.....	Jenkintown, Pa. ....	Earl E. Smull
John Harris High School.....	Harrisburg, Pa. ....	Walter E. Severance
John W. Hallahan Catholic Girls High School.....	Philadelphia, Pa. .... (19th & Wood Sts.)	Rev. John J. Bonner
Johnstown Central High School.	Johnstown, Pa. ....	Dale McMaster
Kane High School.....	Kane, Pa. ....	George H. Armacost
Kensington High School for Girls .....	Philadelphia, Pa. .... (Cumberland & Amber Sts.)	Dr. Harriet J. Link
Keystone Junior College (Academy) .....	Laplume, Pa. ....	Byron S. Hollinshead
Kingston High School.....	Kingston, Pa. ....	L. W. Krieger
Kirk School, The.....	Bryn Mawr, Pa. ....	Miss Mary B. Thompson
Kiskiminetas Springs School....	Saltsburg, Pa. ....	E. H. MacColl
Lancaster Boys High School....	Lancaster, Pa. ....	Benjamin B. Herr
Lankenau School for Girls.....	Philadelphia, Pa. .... (22nd St. & Girard Ave.)	Dr. E. F. Bachmann
La Salle College High School..	Philadelphia, Pa. .... (20th St. & Olney Ave.)	Rev. Brother Edward John
Lansdale High School.....	Lansdale, Pa. ....	Herman L. Bishop
Lansdowne High School.....	Lansdowne, Pa. ....	Howard G. Spalding

SCHOOL	LOCATION	HEAD
Latrobe High School.....	Latrobe, Pa. ....	Mark N. Funk
Lebanon Senior High School....	Lebanon, Pa. ....	Harold M. Downes
Leetsdale Junior-Senior High School .....	Leetsdale, Pa. ....	H. H. Poole
Lehighton High School.....	Lehighton, Pa. ....	H. G. Sensinger
Lincoln High School.....	Midland, Pa. ....	Walter Scott Bazard
Linden Hall Seminary .....	Lititz, Pa. ....	Dr. F. W. Stengel
Lititz Borough High School....	Lititz, Pa. ....	M. C. Demmy
Lock Haven Senior High School.....	Lock Haven, Pa. ....	Reagan I. Hoch
Lower Merion Senior High School .....	Ardmore, Pa. ....	George H. Gilbert
Manheim Junior-Senior High School .....	Manheim, Pa. ....	H. C. Burgard
Manheim Township High School.....	Neffsville, Pa. ....	A. N. Gingrich
Manor Township and Millersville Boro High School.....	Millersville, Pa. ....	D. L. Biemesderfer
Marietta High School.....	Marietta, Pa. ....	J. Harvey Shue
Marywood Seminary .....	Scranton, Pa. ....	Mother M. Cyril
Mater Misericordiae Academy....	Merion Station, Pa. ....	Sister Agnes Mary
Mauch Chunk High School.....	Mauch Chunk, Pa. ....	T. O. Mitman
Mauch Chunk Township Junior-Senior High School.....	Nesquehoning, Pa. ....	G. E. Ulshafer
Mechanicsburg High School....	Mechanicsburg, Pa. ....	D. D. Brandt
Media High School.....	Media, Pa. ....	William H. Micheals
Mercersburg Academy, The.....	Mercersburg, Pa. ....	Dr. Boyd Edwards
Mercyhurst Seminary .....	Erie, Pa. ....	Sister M. Benedicta
Messiah Bible Academy.....	Grantham, Pa. ....	Enos Hess
Milford High School.....	Milford, Pa. ....	Ira C. Markley
Millcreek High School.....	Erie, Pa. .... (R. D. 2)	H. H. Denison
Milton S. Hershey Junior-Senior High School .....	Hershey, Pa. ....	Walter B. Henninger
Minersville High School.....	Minersville, Pa. ....	C. E. Roudabush
Montgomery School .....	Wynnewood, Pa. ....	Rev. Gibson Bell
Moravian Preparatory School.....	Bethlehem, Pa. ....	Warren F. Nonnemaker
Morrisville High School.....	Morrisville, Pa. ....	E. L. Caum
Mount Joy Borough High School....	Mount Joy, Pa. ....	W. E. Nitrauer
Mount Lebanon High School....	Pittsburgh, Pa. .... (Coughran Road, Mt. Lebanon)	L. E. Perry
Mount Penn High School.....	Reading, Pa. ....	Rex W. Dimmick
Mount Saint Joseph Academy...	Philadelphia, Pa. .... (Chestnut Hill)	Mother Saint Pierre
Muhlenberg Township High School .....	Laureldale, Pa. ....	C. S. Crumpling
Munhall High School.....	Munhall, Pa. ....	M. W. Wherry
New Cumberland High School..	New Cumberland, Pa. ....	Charles W. Gemmill
New Holland High School.....	New Holland, Pa. ....	J. Allen Richards
New Kensington High School.....	New Kensington, Pa. ....	H. B. Weaver
Norristown Senior High School.....	Norristown, Pa. ....	Miss Emma E. Christian
Northampton High School.....	Northampton, Pa. ....	Ira L. Sheaffer
Northeast High School.....	Philadelphia, Pa. .... (8th St. & Lehigh Ave.)	Dr. Theodore S. Rowland
Oak Lane Country Day School..	Philadelphia, Pa. .... (Oak Lane)	Dr. Joseph S. Butterweck
Ogontz School .....	Ogontz School, Pa. ....	Miss Abby A. Sutherland
Olney High School .....	Philadelphia, Pa. .... (Front & Duncannon Sts.)	Edwin Y. Montanye
Overbrook High School.....	Philadelphia, Pa. .... (59th St. & Lancaster Ave.)	Dr. H. Ross Smith
Peabody Senior High School....	Pittsburgh, Pa. .... (East Liberty Station)	D. E. Miller
Penn Hall School .....	Chambersburg, Pa. ....	F. S. Magill

SCHOOL	LOCATION	HEAD
Pennsylvania Military Preparatory School .....	Chester, Pa. ....	Karl E. Agan
Perkiomen School, The.....	Pennsburg, Pa. ....	Irwin W. Kehs
Perry Junior-Senior High School .....	Pittsburgh, Pa. .... (Perrysville Ave. & East St.)	John H. Adams
Philadelphia Central High School .....	Philadelphia, Pa. .... (Broad & Green Sts.)	Dr. John L. Haney
Philadelphia High School for Girls .....	Philadelphia, Pa. .... (17th & Spring Garden Sts.)	Dr. Olive E. Hart
Phoenixville High School.....	Phoenixville, Pa. ....	Edgar T. Robinson
Pittsburgh Central Catholic High School .....	Pittsburgh, Pa. .... (4720 Fifth Ave.)	Rev. Brother Francis de Sales
Port Allegany Senior High School .....	Port Allegany, Pa. ....	Fred N. Hardy
Pottstown Senior High School.....	Pottstown, Pa. ....	H. L. Smith
Pottsville High School.....	Pottsville, Pa. ....	D. H. H. Lengel
Prospect Park Borough Junior-Senior High School.....	Prospect Park, Pa. ....	Owen E. Batt
Quakertown High School.....	Quakertown, Pa. ....	Joseph S. Neidig
Radnor Township Junior-Senior High School .....	Wayne, Pa. ....	T. Bayard Beatty
Ramsay High School.....	Mount Pleasant, Pa. ....	John C. Haberlen
Reading Senior High School.....	Reading, Pa. ....	John P. Lozo
Red Lion High School.....	Red Lion, Pa. ....	Harvey J. Becker
Ridley Park Junior-Senior High School .....	Ridley Park, Pa. ....	J. Layton Moore
Rochester Senior High School.....	Rochester, Pa. ....	Denton M. Albright
Roman Catholic High School.....	Philadelphia, Pa. .... (Broad & Vine Sts.)	Rev. Leo D. Burns
Roxborough Senior and Junior High School .....	Philadelphia, Pa. .... (Ridge Ave. & Fountain St.)	Price B. Engle
Royersford High School.....	Royersford, Pa. ....	A. J. English
Saint Benedict Academy.....	Erie, Pa. ....	Mother M. Ignatia Depuydt
Saint Beneditcs Academy .....	Saint Marys, Pa. ....	Mother M. Helen, Lorei O.S.B.
Saint John Kanty College High School .....	Erie, Pa. .... Greensburg, Pa. ....	Rev. J. Studzinski, C.M. Sister Jane Elizabeth
Saint Joseph Academy .....	Philadelphia, Pa. .... (18th & Thompson Sts.)	Rev. James J. Redmond
Saint Joseph's College High School .....	Saint Marys, Pa. ....	Sister M. Gregoria, O.S.B.
Saint Marys Catholic High School .....	Pittsburgh, Pa. .... (Chartiers & Robina Sts.)	F. E. Fickinger
Samuel P. Langley Junior-Senior High School .....	Sayre, Pa. .... Philadelphia, Pa. .... (6063 Drexel Rd., Overbrook)	Judson F. Kast Miss S. Janet Sayward
Sayre High School.....	Pittsburgh, Pa. .... (Bigelow Boulevard & Central Ave.)	Edward Sauvain
Sayward's School, Miss.....	Sharon Hill, Pa. ....	Mother Ignatius Loyola
Schenley Senior High School...	Scranton, Pa. ....	Albert T. Jones
School of the Holy Child Jesus .....	Perkasie, Pa. ....	Paul L. Gruber
Scranton Central High School.....	Sewickley, Pa. ....	L. H. Conway
Sellersville-Perkasie High School .....	Pittsburgh, Pa. .... (Oakland Branch P. O.)	H. A. Nomer

SCHOOL	LOCATION	HEAD
Sharon Hill Junior-Senior High School	Sharon Hill, Pa.	C. K. Wagner
Shillington High School	Shillington, Pa.	Miss E. Myrtle Snyder
Shipley School, The	Bryn Mawr, Pa.	Miss Eleanor O. Brownell
Shippen School for Girls	Lancaster, Pa.	Miss Elizabeth Ross
Simon Gratz Senior High School	Philadelphia, Pa. (17th & Luzerne Sts.)	J. Ellwood Calhoun
Slippery Rock Borough High School	Slippery Rock, Pa.	A. Bruce Denniston
Solebury School	New Hope, Pa.	Arthur H. Washburn
Souderton High School	Souderton, Pa.	E. M. Crouthermel
South Junior-Senior High School	Pittsburgh, Pa. (10th & Carson Sts.)	J. M. McLaughlin
South Hills Senior High School	Pittsburgh, Pa. (Ruth St., Mt. Washington)	Dr. H. E. Winner
South Philadelphia High School for Boys	Philadelphia, Pa. (Broad & Jackson Sts.)	Frank C. Neidweg
South Philadelphia High School for Girls	Philadelphia, Pa. (Broad St. & Snyder Ave.)	Miss Ruth Wanger
Springfield Township High School	Philadelphia, Pa. (Chestnut Hill)	Richard C. Ream
Springside School	Philadelphia, Pa. (Chestnut Hill)	Miss Mary French Ellis
Steelton High School	Steelton, Pa.	O. H. Auranz
Stephen S. Palmer Junior-Senior High School	Palmerton, Pa.	Donald W. Denniston
Stevens Girls High School	Lancaster, Pa.	Stacy E. Peters
Stevens School for Girls	Philadelphia, Pa. (143 West Walnut Lane, Germantown)	Miss Helen L. Church
Strong Vincent High School	Erie, Pa.	A. J. Nicely
Stroudsburg High School	Stroudsburg, Pa.	Dr. Robert Brown
Sunbury High School	Sunbury, Pa.	Willard E. Ackley
Swarthmore High School	Swarthmore, Pa.	Frank R. Morey
Swissvale High School	Swissvale, Pa.	C. S. Bailey
Tarentum High School	Tarentum, Pa.	W. A. Swick
Taylor Allderdice Junior-Senior High School	Pittsburgh, Pa. (Shady & Forward Aves.)	Dr. Roland G. Deevers
Temple University High School	Philadelphia, Pa. (Broad & Diamond Sts.)	Charles E. Metzger
Thurston Preparatory School	Pittsburgh, Pa. (250 Shady Ave.)	Miss Marjorie F. Pratt
Tredyffrin-Easttown High School	Berwyn, Pa.	S. Paul Teamer
Troy High School	Troy, Pa.	W. R. Croman
Tunkhannock High School	Tunkhannock, Pa.	Charles J. Savage
Ulverston School	Swarthmore, Pa.	Dr. E. L. Terman
Uniontown Senior High School	Uniontown, Pa.	R. D. Mosier
Upper Darby Senior High School	Upper Darby, Pa.	John H. Tyson
Valley Forge Military Academy	Wayne, Pa.	Col. Milton G. Baker
Villa Maria Academy	Erie, Pa.	Sister Mary Edward
Villa Maria Academy	Malvern, Pa.	Mother Mary Immaculata
Villa Maria High School	Villa Maria, Pa.	Sister Mary Florence
Warren High School	Warren, Pa.	Floyd W. Bathurst
Washington Seminary	Washington, Pa.	Mrs. Jane Crowe Maxfield
Wellsboro High School	Wellsboro, Pa.	Rock L. Butler
West Chester High School	West Chester, Pa.	B. Reed Henderson
West Philadelphia Catholic Girls' High School	Philadelphia, Pa. (45th & Chestnut Sts.)	Rev. Joseph G. Cox

SCHOOL	LOCATION	HEAD
West Philadelphia Catholic High School for Boys.....	Philadelphia, Pa. .... (49th & Chestnut Sts.)	Brother E. James
West Philadelphia High School.....	Philadelphia, Pa. .... (47th & Walnut Sts.)	Walter Roberts
West Reading High School.....	Reading, Pa. ....	Edwin B. Yeich
West York High School.....	York, Pa. ....	A. H. Martin
Westmont-Upper Yoder High School .....	Johnstown, Pa. ....	C. L. Underwood
Westtown School .....	Westtown, Pa. ....	James F. Walker
Wilkes-Barre Institute, The.....	Wilkes-Barre, Pa. ....	Miss Anna Miles Olcott
Wilkinsburg Senior High School.....	Wilkinsburg, Pa. ....	Floyd H. Carson
William Penn Charter School, The .....	Philadelphia, Pa. .... (Pinehurst, School Lane, Germantown)	Dr. Richard Knowles
William Penn High School.....	Harrisburg, Pa. ....	Dr. Charles B. Fager
William Penn High School for Girls .....	Philadelphia, Pa. .... (15th & Wallace Sts.)	William F. Gray
William Penn Senior High School .....	York, Pa. ....	C. B. Heinly
Williamsport Dickinson Seminary .....	Williamsport, Pa. ....	Dr. John W. Long
Williamsport High School.....	Williamsport, Pa. ....	J. E. Nancarrow
Wilson Borough Junior-Senior High School .....	Easton, Pa. ....	J. Harry Dew
Wright's School, Miss.....	Bryn Mawr, Pa. ....	Guier S. Wright
Wyoming Seminary .....	Kingston, Pa. ....	Dr. Levi L. Sprague
Wyomissing High School.....	Wyomissing, Pa. ....	J. L. Appenzellar
York Collegiate Institute.....	York, Pa. ....	W. R. Lecron

#### REGULATIONS FOR REVISION OF LIST OF ACCREDITED SECONDARY SCHOOLS

A revised list of Accredited Secondary Schools is published on January 1 of each year. All accredited schools must submit reports, in as much detail as deemed necessary by the chairman, at frequent intervals. The Commission reserves the right to require a report every year from a school, and to remove it at any time from the List on account of violation of the standards.

#### COMMISSION ON SECONDARY SCHOOLS:

ROBERT C. CLOTHIER, GEORGE WILLIAM McCLELLAND, CHARLES H. BREED, JOHN H. DENBIGH, CHARLES MAXWELL McCONN, BEN G. GRAHAM, WALTER J. O'CONNOR, L. GERTRUDE ANGELL, IRA R. KRAYBILL, GEORGE M. WILEY, E. D. GRIZZELL, *Chairman.*

*For information, apply to Chairman of Commission on Secondary Schools, 3440 Walnut Street, Philadelphia, Pa.*

**THE MIDDLE STATES ASSOCIATION OF  
COLLEGES AND SECONDARY SCHOOLS**

**OTHER MEMBERSHIP INSTITUTIONS**

**JANUARY 1, 1935**

(The city following the name of the school is the post office, as listed in the U. S. Postal Guide.)

SCHOOL	LOCATION	HEAD
Alliance College .....	Cambridge Springs, Pa. ....	Stephen Mizwa
Archmere Academy .....	Claymont, Del. ....	Rev. M. J. McKeough
Ashland High School.....	Ashland, Pa. ....	Maud M. Prichard
Atlantic City High School.....	Atlantic City, N. J. ....	Henry P. Miller
Bay Ridge High School.....	Brooklyn, N. Y. ....	Kate E. Turner
Bennett School of Liberal and Applied Arts .....	Millbrook, N. Y. ....	Miss Courtney Carroll
Bergen School for Girls.....	Jersey City, N. J. ....	Miss Louise W. Moora
Berkeley Irving School.....	New York City .....	William H. Brown
Brearley School .....	(309 W. 83d Street) New York City .....	M. Millicent Carey, Ph.D.
Central Evening High School..	(610 E. 83d Street) Philadelphia, Pa. ....	J. T. Rorer, Ph.D.
College Misericordia .....	Dallas, Pa. ....	Sister Mary Loretta
Columbia Institution for the Deaf Delaware Department of Public Instruction .....	Washington, D. C. ....	Percival Hall, Litt.D.
Duquesne University .....	Dover, Del. ....	H. V. Holloway
Elizabethtown College .....	Pittsburgh, Pa. ....	Rev. J. J. Callahan, LL.D.
Fine's School (Miss) .....	Elizabethtown, Pa. ....	R. W. Schlosser
First Slovak Catholic Girls' High School .....	Princeton, N. J. ....	Mrs. Beatrice L. Earle
Garrison Forest School.....	Danville, Pa. ....	Mother M. Pius
Gilman Country School for Boys	Garrison, Md. ....	Mary M. Livingston
Gloucester City High School....	Roland Park, Baltimore, Md.	Boyd Morrow
Hamburg High School.....	Gloucester City, N. J. ....	Charles Calvin Madeira
Hamilton High School.....	Hamburg, Pa. ....	John N. Land
Highland Hall .....	Trenton, N. J. ....	Albert N. Flury
Holy Angels Academy.....	Hollidaysburg, Pa. ....	Miss Callie Barksdale Gaines
Houghton Wesleyan Methodist Seminary .....	Buffalo, N. Y. ....	Sister Catherine of Siena
Immaculate Conception High School .....	Houghton, N. Y. ....	James S. Luckey
Independence Township High School .....	Lodi, N. J. ....	Sister Mary Leona
Irving School (The) .....	Avella, Pa. ....	W. L. Hays
Agnes Irwin School (The) .....	Tarrytown, N. Y. ....	J. M. Furman, L.H.D.
Liberty High School.....	Philadelphia, Pa. ....	Bertha M. Laws
Livingstone Academy .....	Liberty, N. Y. ....	David E. Panebaker
Mary Lyon School .....	Washington, D. C. ....	E. T. Dickinson
James Madison High School....	Swarthmore, Pa. ....	Haldy Miller
Madison Senior High School....	Brooklyn, N. Y. ....	Frances Leavitt Crist
Maret School .....	Wilson Park, Rochester, N. Y. ....	William R. Lasher
Maryland State Normal School..	Washington, D. C. ....	Theodore A. Zornow
	Towson, Md. ....	The Misses Maret
		Lida Lee Tall, Litt.D.

SCHOOL	LOCATION	HEAD
McKeesport High School.....	McKeesport, Pa. ....	John F. Bower
Board of Education of the Methodist Episcopal Church.	Chicago, Ill. .... (740 Rush Street)	William J. Davidson
Middletown Township High School .....	Leonardo, N. J. ....	Paul I. Redcay
Milne High School.....	Albany, N. Y. ....	John M. Sayles
Moravian Seminary and College for Women .....	Bethlehem, Pa. ....	Edwin J. Heath, D.D.
Mount Mercy College.....	Pittsburgh, Pa. ....	Sister M. Irenaeus
New Jersey Department of Public Instruction .....	Trenton, N. J. ....	Charles H. Elliott, Ph.D.
Norwich High School.....	Norwich, N. Y. ....	F. R. Wassung
Our Lady of Mercy High School	Rochester, N. Y. ....	Sister M. Francesca
Paulsboro High School.....	Paulsboro, N. J. ....	Miss Helen M. Johnson
Penn High School.....	Greenville, Pa. ....	A. R. Stewart
Pennsylvania Military College.....	Chester, Pa. ....	Colonel C. E. Hyatt
Pennsylvania State Department of Public Instruction.....	Harrisburg, Pa. ....	James N. Rule, Ph.D.
Penn Yan Academy.....	Penn Yan, N. Y. ....	Joseph L. Challis
Pittsburgh Academy .....	Pittsburgh, Pa. ....	James F. Grady
Pittston High School .....	Pittston, Pa. ....	D. J. Cray, Ph.D.
Putnam Hall .....	Poughkeepsie, N. Y. ....	Miss Ellen C. Bartlett
Raymond Riordon School .....	Highland, N. Y. ....	Ronald L. Barry
St. John's College .....	Washington, D. C. ....	Brother Dorotheus
St. Joseph's Academy .....	McSherrystown, Pa. ....	M. St. Ignatius
St. Mary's Hall .....	Burlington, N. J. ....	Miss Edith M. Weller
Severn School .....	Severna Park, Md. ....	Rolland M. Teel
State College for Teachers .....	Albany, N. Y. ....	Abram R. Brubacher, Ph.D.
State Teachers' College .....	Millersville, Pa. ....	C. H. Gordinier, Ph.D.
State Teachers' College .....	Slippery Rock, Pa. ....	J. Linwood Eisenberg, LL.D.
State Teachers' College .....	West Chester, Pa. ....	Norman W. Cameron, Ph.D.
Storm King School .....	Cornwall, N. Y. ....	Anson Barker
Stuyvesant High School.....	New York City .....	Ernest R. VonNardoff
	(345 E. 15th Street)	
University of the State of New York .....	Albany, N. Y. ....	Frank P. Graves, LL.D.
Upsala College .....	East Orange, N. J. ....	Carl G. Erickson, Ph.D.
Verona High School.....	Verona, N. J. ....	Harold A. Crane
Wagner Memorial Lutheran College .....	Staten Island, N. Y. ....	Herman Brezing
Walden School .....	New York City .....	C. Elizabeth Goldsmith
Washington Preparatory School.	Washington, D. C. ....	James A. Bell, Ph.D.
Waynesburg College .....	Waynesburg, Pa. ....	Paul R. Stewart, Sc.D.
Marjorie Webster Schools, Inc.	Washington, D. C. ....	Marjorie F. Webster
West Pittston High School.....	West Pittston, Pa. ....	R. J. W. Templin
Westwood High School.....	Westwood, N. J. ....	W. O. Lippitt
Wilson High School of Spring Township .....	West Lawn, Pa. ....	S. H. Brown

## DELEGATES REGISTERED, 1934

ABINGTON FRIENDS' SCHOOL, *Jenkintown, Pa.*; Lynda M. Carver.

ACADEMY OF THE SISTERS OF MERCY, *Philadelphia, Pa.*; Sister Mary Bernard, Sister M. Amadeus.

ACADEMY OF MOUNT ST. VINCENT, *Mount St. Vincent-on-Hudson, N. Y.*; Sister Anna Marita.

ACADEMY OF THE SACRED HEART, *Washington, D. C.*; Sister M. Aquinata, Principal; Sister M. Eynard.

ADELPHI COLLEGE, *Garden City, N. Y.*; Ruth S. Harley, Registrar; Susan D. Hay.

ALBANY ACADEMY FOR BOYS, *Albany, N. Y.*; I. F. McCormick, Headmaster.

ALBRIGHT COLLEGE, *Reading, Pa.*; J. W. Klein, President.

ALLEGHENY COLLEGE, *Meadville, Pa.*; William Pearson Tolley, President.

AMERICAN UNIVERSITY, *Washington, D. C.*; George B. Woods, Dean of the College; George S. Duncan.

ANNAPOLIS HIGH SCHOOL, *Annapolis, Md.*; Marion Gardner.

AQUINAS INSTITUTE, *Rochester, N. Y.*; Joseph E. Grady, Principal; John W. Keefe.

ARCHMERE ACADEMY, *Claymont, Del.*; M. J. McKeough, Headmaster.

ATLANTIC CITY HIGH SCHOOL, *Atlantic City, N. J.*; Henry P. Miller, Principal; A. I. Underwood, Clarence S. Dike.

BALDWIN SCHOOL, *Bryn Mawr, Pa.*; Elizabeth F. Johnson, Head.

BEARD'S SCHOOL (MISS), *Orange, N. J.*; Sara C. Turner, Associate Principal.

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